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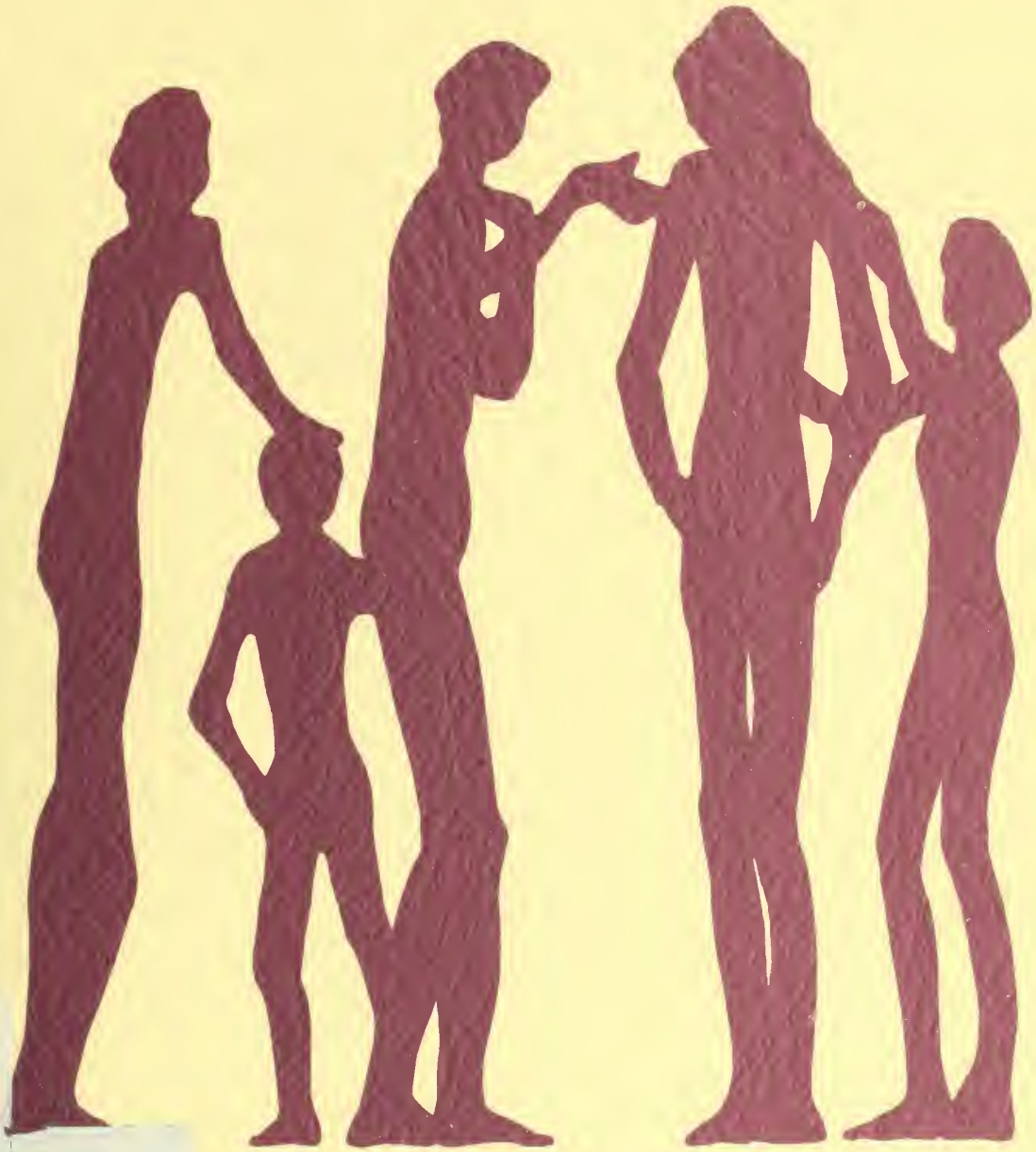

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ELEMENTARY HEALTH CURRICULUM GUIDE

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*                    D E D I C A T I O N                *
*                                                       *
* This program is dedicated to the children of Alberta  *
*                                                       *
*********************************************************
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Compiled by:

Sharon Gibb

Heidi Liepold

June, 1982

ALBERTA EDUCATION

S P E C I A L N O T E

Re: The Elementary Health Curriculum - Interim (1982)

This program has been under development for several years but it is not yet in its final form. There continue to be concerns about several aspects of the program. However, because a considerable number of school districts have asked permission to use the program in its present form, The Honourable David King, Minister of Education, has decided to release the new curriculum for use, beginning September 1982.

Permission to use this version of the elementary health program by a district is contingent upon the school board adopting a resolution authorizing its use. The board should also decide whether the unit on human sexuality is to be presented.

Teachers and principals wishing to implement this new program must first ensure that the proper authorization has been obtained, as outlined above.

G.H. Bevan
Director of Curriculum

NOTE: This publication is a service document. The advice and direction offered is suggestive except where it duplicates or paraphrases the contents of the Program of Studies. In these instances, the content is in the same distinctive manner as this notice so that the reader may readily identify all prescriptive statements or segments of the document.

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PROGRAM RATIONALE AND PHILOSOPHY

GOALS OF BASIC EDUCATION FOR ALBERTA

In 1978 the Legislature of the Province of Alberta approved a statement of the goals of basic education for Alberta schools, with goals categorized under two headings: "Goals of Schooling" and "Goals of Education". The distinction can be explained as follows:

> While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education - the learning which occurs in school influences and is influenced by what is learned outside the school.[1]

Two of the goals of schooling and seven of the goals of education have clear implications for the health curriculum. If health is conceived in the broad sense to include physical, mental and social well-being, and not merely the absence of disease, then the following approved goals are goals of health education:

GOALS OF SCHOOLING

- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental, and social well-being.

- Acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

GOALS OF EDUCATION

- Develop intellectual curiosity and a desire for lifelong learning.

- Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles without sacrificing personal ideals and values.

- Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.

1. Reprinted from: Program of Studies for Elementary Schools, Alberta Education, 1978.

- Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.

- Develop an appreciation for tradition and the ability to understand and respond constructively to change as it occurs in personal life and in society.

- Develop an appreciation for the role of the family in society.

- Develop a sense of purpose in life and ethical and spiritual values which respect the worth of the individual, justice, fair play, and fundamental rights, responsibilities and freedoms.[2]

GOALS OF HEALTH EDUCATION

Health education will foster the growth of knowledge, attitudes, skills and life-long behaviours that will enable the individual to assume responsibility for healthy living and personal well-being. The elementary health curriculum is organized around five themes:

I - Self-Awareness and Acceptance
II - Relating to Others
III - Life Careers
IV - Body Knowledge and Care
V - Human Sexuality

As these themes are developed in the classroom the goals of health education can be met. It is important to remember that all three domains of learning, the cognitive, affective, and psychomotor, must be addressed.

The process can be illustrated by the following examples:

	COGNITIVE (Knowledge)	AFFECTIVE (Attitudes)	PSYCHOMOTOR (Skills)
Physical Dimension	Identifies the parts of the respiratory system and explains their functions	Accepts that smoking can be harmful	Avoids smoking
Social/ Personal Dimension	Lists the characteristics of friendship	Appreciates the need for friends	Relates positively and effectively to others

A health program which dealt only with the knowledge component would not be adequate.

2. Reprinted from: Program of Studies for Elementary Schools, Alberta Education, Revised 1981, p.p. ii - iii.

GUIDELINES FOR CURRICULUM GUIDE USE

A. Time Allocation - 60 Minutes Per Week

It is recommended that teachers spend 60 minutes per week teaching health. It is important, however, that continuous weekly instruction occur. The time should be considered as distinct from the time allocation for physical education. Teachers cannot expect incidental health instruction to meet the aims and objectives of this program.

B. Overlap

Some of the content of the elementary health curriculum may be perceived as overlapping the content of other elementary subject areas. For example, concepts which deal with the family and the community in grades one and two may be seen as duplication of elementary social studies concepts.

Teachers may wish to take advantage of these similarities to teach lessons which integrate health with other subjects.

It is not expected that the same content will be taught from the same perspective twice in the same year.

Your views as to possible positive and/or negative effects of content overlap will be useful to the Health Ad Hoc Committee and the Curriculum Branch in future curriculum revisions.

C. Outline of Curriculum Guide Content

The curriculum guide has an introductory section including a description of the program, the philosophy of the program, its goals and objectives, and guidelines for curriculum guide use. In each of the five theme areas, for every grade, the curriculum guide also lists the instructional objectives, content and learning resources.

This section of the introduction will outline some possible sensitive topic areas in the curriculum guide, the lifestyle dimension of health, and a definition of the term 'family' which are important for the overall instruction of the health program.

C.1 Sensitive Areas

There may be topics in the elementary health curriculum that could prove to be sensitive for some students and teachers. Teachers should be cognizant of these sensitive topics and exhibit this awareness in their teaching. Teachers need to be alert to:

- topics that are a shared responsibility with the home
- content that is highly value-laden

- topics that bear upon the family, family relationships and the family unit structure
- topics that might invade the privacy of an individual or a home
- topics that might be at variance with the beliefs of some segments of the community.

There are basically three reasons for identifying sensitive areas in the Elementary Health Curriculum Guide. These are as follows:

i) Teacher's Skills

- Some skills may be required which are not normally included in the repertoire of elementary teachers. For example:

  a. highly technical medical knowledge required to teach some content
  b. skills in coordinating community resources for classroom activities
  c. expertise in using affective education teaching strategies.

ii) Program Content

- Content may be sensitive because it is:

  a. highly value-laden
  b. at variance with the beliefs of some segments of the community
  c. a possible cause of strong personal feelings among students
  d. a possible cause of conflict of values between the school and some homes.

iii) Learning Resources

- Resources may be sensitive because they:

  a. contain content that could be at variance with the beliefs of some segments of the community
  b. may cause strong personal feelings among students
  c. are highly value-laden
  d. require teacher in-service
  e. entail excessive costs.

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*************************************************************
* In dealing with sensitive topics, teachers should focus on  *
* positive aspects of content and on the development of the   *
* self-worth of each student.                                 *
*************************************************************
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Sensitive areas, topics and resources are identified throughout the guide with TEACHER'S NOTES.

C.2 Teaching Human Sexuality

Our experiences in teaching human sexuality indicate that implementation is smoothest and community acceptance is greatest when the following conditions have been met prior to introducing the theme:

- Board approval;
- a parent information night to meet the teacher and to review learning resources and teaching concepts;
- parental permission sought for each child who will attend the classes.

C.3 The Lifestyle Dimension of Health

Good health depends on a combination of factors... the environment in which we live and work... the personal traits we have inherited... the care we receive from doctors and hospitals... and the personal behaviours or habits that we perform daily. All of these work together to affect our health. Many of us rely too much on doctors to keep us healthy, and we often fail to see the importance of actions we can take ourselves to look and feel healthy.

Every day we are exposed to potential risks to good health. Pollution in the air we breathe is one example. It is a risk that we, as individuals, cannot do much about. Improving the quality of the environment usually requires the effort of concerned citizens working together for a healthier community.

There are however, risks that we can control: risks stemming from our personal behaviours and habits. Our personal behaviours can be described as our LIFESTYLE. Health experts now describe lifestyle as one of the most important factors in reducing potential risks and enhancing one's overall health.

The health program should assist students to develop a lifestyle concept which will contribute to their adoption of positive health practices.

C.4 Definition of the Term "Family"

Families in Alberta take many forms. The nuclear family of a married couple with children is the most common arrangement. The extended family including grandparents or other relatives continues to exist, although it is less prevalent than it was in earlier generations. Teachers must be aware that in today's society there are other types of family groupings as well. Although they may differ in structure from the traditional nuclear family, they have as their purposes the nurturing of the child, and provision for the physical, emotional and psychological security of the family members.

Teachers should be aware of the variety of possible family structures and avoid presenting the nuclear family as the only "normal" family unit.

D. School, Home, and Community Involvement in Health Education

A student is a member of a home, school, and community. It is expected that the teacher will be able to encourage the home and community to become involved in classroom health education activities. The various themes lend themselves to having parents and community agencies involved in different classroom events. However, it is important that clear direction be provided for the visitor to ensure a positive learning experience. It is suggested that teachers follow these guidelines when inviting parents or representatives of community agencies to visit their classrooms:

1. Notify the school administration of the proposed visit.

2. Contact the visitor(s) well in advance.

3. Give the visitor(s) a brief description of the information students have received to date about the topic, and your clear objectives for their involvement.

4. Acquaint the visitor with the age level of students and their capabilities.

5. Review the visitor's presentation prior to his/her visit to the classroom.

6. Allow students time to react with questions or to form small groups to discuss the content of the presentation and report back to the guest(s) with their interpretations.

7. Be sure to thank the visitor. Teachers may wish to have a student thank the visitor or they may choose to thank the visitor themselves. "Thank you" letters from the class are often treasured items.

E. Teacher Resource Manual

A Teacher Resource Manual complementary to this Curriculum Guide will be available from the School Book Branch, Alberta Ecucation. The manual will include innovative activities and other useful resources to be used in the classroom. It will be of great value to the classroom teacher.

SCOPE AND SEQUENCE FOR THE HEALTH EDUCATION CURRICULUM
GRADES ONE TO SIX
ALBERTA EDUCATION

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
THEME I			SELF-AWARENESS AND ACCEPTANCE			
A. Finding Yourself 1. Self-worth	- Uniqueness (Elective)	- Importance in Home and School (Elective)	- Building Strengths - Coping with Difficult Situations	- Respect for Self - Self Concept - Ongoing Changes	- "Put-ups" and "Put-downs" on Self and Others - Improving Ourselves	- Formulating Goals - Basic Values
B. Feelings 1. Expressing Oneself	- Types of Emotions - Reality and Fantasy (Elective)	- Ways to Express Oneself - Others Affect Us		- Types of Emotions - Expression of Emotions Varies - Responsibility for Emotional Expression	- Need to Express Feelings - Expressing Feelings	
2. Dealing with Feelings Positively			- The Positive Approach - Showing Positive Feelings			
C. Personality 1. Influences and Characteristics				- Good and Bad Traits	- Influences of Human Relationships - Influences of Social and Physical Environments (Elective)	- Inherited and Acquired Traits (Elective)

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
D. Responsibility To The World 1. Developing Relationships	- Family Activities - Benefits of Sharing - Respect for the Privacy of Others	- Honesty and Trust - Consideration for Others	- Making Decisions - Accepting Failure and Discouragement	- Our Actions Affect Others - Showing Respect for Others		- Game Playing (Elective)
2. Personal Accountability				- Responsibility for Actions	- Consequences of Our Actions - Building Authentic Relationships	- Managing of Resources - Personal and Social Conscience
3. Problem-Solving						- Decision-Making Skills
THEME II			RELATING TO OTHERS			
A. Peers 1. Consideration of Others	- Similarities and Differences in People - Respect for Others - Good Traits	- Personal Behaviours	- Helping Others - Developing Friendships - Others Affect Our Self-Image			

F. Scope and Sequence for Elementary Health Curriculum

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
2. Friendships		- For Happiness		- Friendship - Need for Friends - Courtesy in Friendships - Siblings as Friends - Making Friends	- Developing Skills for Relationships - Disagreements	- Friendships with both Sexes
3. Personal Interests and Abilities		- Strengths				
4. Importance of Self and Others		- Individual Importance				
D. School 1. Working with Others	- Concern for Classmates	- Strengths - Concentrating on Strengths	- Building Friendships	- Worth of Others - Affect of Class Behaviour - Responsibility for One's Own Behaviour - Behavioural Change - Pride in School - School Accomplishments	- Supporting School Peers	
2. Grown-Ups			- Assist with Problems		- Changing Expectations	

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
THEME III			LIFE CAREERS			
A. Self-Understanding 1. Personal Interests and Abilities	- Interests of Self and Others - Different People have Different Abilities	- Strengths - Importance as an Individual and Group Member	- People Differ from Each Other - Positive Attitudes		- Activities and Interests	- Personal Awareness
2. Relating to Others				- Respect for Others - Sharing Time and Talents		
B. Life Careers 1. The World of Work	- Types of Occupations	- The Role of the Home, School and Community - Provision of Goods and Services	- Concept of Work	- Dependence on Others - Striving for Independence	- Cooperation among Workers - Quality of Work	- Occupations - Knowledge of Occupations - Changing Occupations - Why People Work - Non-Traditional Roles
2. Occupations and Leisure Pursuits		- School Contributions	- School Preparation for Employment - Communication Skills	- Lifelong Process		

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
3. Community, Home and School Trends				- Community, Home and School Trends	- Contributing Factors to Life Style - Life Styles in the Community	
C. Career Awareness Planning and Preparation 1. Study Habits			- School Habits			- School Habits and the World of Work
2. Preparing for the Next Grade	- Preparation for Next Grade	- Preparation for Next Grade	- Orientation for Division II	- Preparation for the Next Grade	- Preparation for Next Grade	- Orientation for Division III
THEME IV			BODY KNOWLEDGE AND CARE			
A. Body Development 1. Body Growth		- Body Cells - Growth Stages - Growth Rates Vary	- Heredity -- Children Differ - Children Differ In Growth - Nutrition and Exercise (Elective)	- Functions of Body Cells	- Variations of Growth - Growth at Puberty	- Stages of Development
2. Body Senses	- The "Five" Senses	- Protecting the Eyes and Ears		- Sense of Balance - The Ears and Eyes		

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
3. Parts of the Body (Body Systems)	- Skin - Two Sets of Teeth - Daily Mouth Care	- Body Care and Maintenance - Structure and Functions of Teeth - Losing Teeth - Teeth, Food Products and Plague	- Daily Dental Care	- Major Body Organs - Digestive Systems - Urinary System - Lifetime Dental Care - Specialized Dental Care	- The Cardio-respiratory System - The Reproductive System - Dental Decay - Prevention of Halitosis	- The Skeletal System - The Muscular System - The Nervous System - The Endocrine System
B. Nutrition 1. Identification of Nutritious Foods	- Identification of Nutritious Foods - Classification of Foods - Appreciation of Nutritious Foods	- Nutritious Foods - Classification of Foods - Appreciation of Nutritious Foods - Daily Requirements	- Nutritious and Non-nutritious Foods - Cultural Dishes - Daily Food Requirements - Daily Menus	- Nutritious Foods - Classification of Foods - Functions of Foods	- Ingredients in Foods	- Nutrients in Foods - Factors Influencing Food Choices - Selecting A Balanced Diet
2. Identification of Food Requirements				- Actual Daily Requirements		- Nutrient Content
3. Identification of Quantities			- Daily Menus	- Planning a Balanced Breakfast - Choosing Foods	- Using Canada's Food Guide - Why We Eat Balanced Meals - Energy Out-Energy In	

F. Scope and Sequence for Elementary Health Curriculum

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
C. Growing Up Healthy (Fitness, Rest, Weight, Strength, Posture and Appearance) 1. Fitness	- Need for Exercise	- Physical Activity for Fun and Fitness	- Fun Fitness Activities	- Personal Fitness Attitude	- Cardiovascular Fitness - Evaluating Fitness	- Physical, Social Emotional and Mental Benefits of Fitness
2. Rest		- Rest is Essential to Health - Effects on Energy and Behaviour				
3. Weight, Strength and Posture	- Good Posture			- Elements of Good Posture - Importance of Good Posture		- Gaining and Losing Weight
4. Appearance	- Cleanliness and Personal Well-Being	- Bathing and Showering	- How Others View Us	- Skin, Hair, Nails - Hair Washing - Nail Care - Effects of Nutrition on Appearance		

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
D. Diseases and Drugs 1. Prevention and Control	- Health Habits	- Aids to Getting Well	- Personal Health Practices - The Body Fights Germs	- Communicable and Non Communicable Diseases - Causes of Diseases	- Body Defenses - Basic Health Practices	- Neglecting Cleanliness
2. Prescription and Non-Prescription Drugs	- Medicine Chest - Hazardous Symbols		- When to Use Medicines and Drugs - Refusing Substance from Strangers	- Drugs - Effects and Use - Types of Drugs		- Taking Drugs Under Supervision
3. Harmful Effects of Drugs			- Health Hazards of Smoking	- Why People Use Drugs - Caffeine - Effects and Use	- History of Tobacco (Elective) - Effects of Tobacco - Smoking and Sports - Reasons for Smoking	- Reasons for Taking Drugs - Alternatives to Drugs - Alcohol - Effects and Use - Effects of Smoking
E. Safety and First Aid 1. Safety Practices	* It is recommended that this sub-theme be taught at the beginning of the school year. - Pedestrian - Public Transportation - Public Play Areas - Home and School Safety - Bicycle Safety	- Personal and Family Safety Practices	- Safety in Action - Community Agencies	- Pedestrian Safety - Safety Procedures at Home and School - Courtesy - Recreation Safety - Bicycle Safety	- Preventing Accidents (Elective)	- Home Safety Assessment

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
2. First Aid	- Basic First Aid Practices	- First Aid	- Treating Burns	- Basic First Aid and Life Saving	- First Aid Procedures	- Emergency Care
F. Protecting People's Health 1. Health and Support Services (Elective)	- Community Safety Personnel		- Role of Dental Helpers - Seeing the Dentist	- Primary Support Systems	- Secondary Support System	- Reducing Stress - Available Assistance for Alcohol Problems
2. Consumer Health - Advertising - Purchasing					- Effects of Advertising	- Purchasing Health Products
3. Pollution - Immediate Environment - Community Activities		- Classroom Appearance		- Responsibility to Protect and Save - Clean Playgrounds	- Importance of Clean Air and Water - Conservation (Elective)	- Environmental Protection Agencies
4. Community Activities		- Recreation Facilities	- Becomes Aware of Community Facilities			- Expanded Awareness of Community Facilities
5. Social Costs-Life Style						- How Life Style Factors Relate to Physical and Mental Health

THEMES	GRADE 1	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
THEME V			HUMAN SEXUALITY			
A. Puberty 1. Puberty				- Growth and Sexual Maturity	- Puberty in Females - Puberty in Males - What is Normal	- Sexuality - A Part of One's Total Being - Sexual Maturation Nocturnal Emissions - Other Physical and Emotional Changes In Puberty - The Menstrual Cycle - Vocabulary - Describing Puberty
B. Reproduction 1. A New Life				- Fertilization and Birth	- Reproductive System - Maturity for Reproduction	- Vocabulary - Describing Reproduction

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care

GRADE 1

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Instructional Objectives

A. SELF-WORTH

1. Understand and accept one's own importance as a person. (Affective)

B. EXPRESSING FEELINGS

1. Realize that all people have many kinds of feelings.

1. Recognize aspects that require balance between reality and fantasy. (Cognitive)

Content

1. UNIQUENESS

a) How do we measure our abilities?

- things done well; things you find easy; compliments given and received; things you need help with

b) How are we important to family, school and friends?

- things you do for others; others depending on you; things you share with others

1. TYPES OF EMOTIONS

a) What are some types of emotions?

- loneliness; anger; happiness; sadness; fear; excitement; pride; joy

b) How do we deal with emotions in a positive manner?

- think before reacting (count to 10 approach)
- think of others (how will they feel?)
- communicate with others about feelings

2. REALITY AND FANTASY

a) What is reality?

- the real world of home and school; real friends

b) What is fantasy?

- daydreams; television; fiction; make-believe

Learning Resources

KIT: (R)*

- DUSO I

PRINT: (R)

- The Hole in the Fence

Note: The above print material is useful for various parts of Theme I and II.

- Magic Circle Human Development Program

Note: Teacher Inservice is required before using Magic Circle.

PRESCRIBED TEXT:

- You and Your Health Chapter 1

FILMSTRIP: (R)

- Health: Decisions for Growth "Feelings"

Other useful resources are listed in the Appendix as Supplementary Resources.

*(R) - Recommended Resource.

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
	1. FAMILY ACTIVITIES a) What are some family work activities in which children participate? - gardening; house cleaning; chores b) What are some leisure activities in which children participate? - family games; family traditions; holidays	FILMSTRIP: (R) - Health: Decisions for Growth, "Choosing and Sharing"
	2. BENEFITS OF SHARING a) What are some benefits of sharing with others? - building relationships - expressing and receiving good feelings - learning about ourselves and others	PRESCRIBED TEXT: - Your Health p.p. 26-27, 42-43, and 140-143.
3. Recognizes the need of others for privacy and independence.	3. RESPECT FOR THE PRIVACY OF OTHERS a) When should we respect others' privacy?: i) At home? - when sleeping; when reading ii) In the classroom? - when working on special projects; when listening	- Your Health p.p. 106-107.

THEME II:

RELATING TO OTHERS

SUB-THEMES:

A. PEERS
B. SCHOOL

GRADE 1 **THEME:** II RELATING TO OTHERS

SUB-THEME(S) A. PEERS; B. SCHOOL

Instructional Objectives	Content	Learning Resources
	1. SIMILARITIES AND DIFFERENCES IN PEOPLE a) What are some physical comparisons? - size; weight; eye and hair colour; fingerprints b) What are some other comparisons? - languages; cultures; occupations; where they live; pets; hobbies; talents; abilities	
	2. RESPECT FOR OTHERS a) What should we remember about rights and property of others? - permission to use; returning; thanking	FILMSTRIP: (R) - Health Decisions for Growth: "Choosing and Sharing"
	3. GOOD TRAITS a) What are some good traits to look for in others? - being honest; being sincere; being respectful; being friendly; being considerate; being groomed; being forgiving; keeping promises; sharing belongings	PRESCRIBED TEXT: - Your Health Chapter 2 KIT: (R) - DUSO I
	1. CONCERN FOR CLASSMATES a) How can we show concern? - share items; be supportive; be cooperative; be a good listener	FILMSTRIP: (R) - Back to School with Winnie The Pooh PRESCRIBED TEXT: - Your Health Chapter 2

THEME III :

LIFE CAREERS

SUB-THEMES:

A. SELF UNDERSTANDING
B. LIFE CAREERS
C. CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. SELF-UNDERSTANDING; B. LIFE CAREERS

Instructional Objectives

1. [illegible]

   1. [illegible] personal interests and how to [illegible] others.

   2. [illegible] awareness that people have different abilities and that everyone makes a contribution to society.

2. THE WORLD OF WORK

   1. Recognize that a number of occupations are required to maintain homes, schools and communities.

Content

1. INTERESTS OF SELF AND OTHERS

   a) How do we identify personal interests?

   - things we like to do
   - things we receive compliments for doing
   - things which make us happy
   - indoor versus outdoor activities

2. DIFFERENT PEOPLE HAVE DIFFERENT ABILITIES

   a) How do different people contribute to society?

   - homemaking; studying and learning; teaching; serving others; making things; fixing things; entertaining; singing; playing musical instruments

1. TYPES OF OCCUPATIONS

   a) What are some occupations needed to maintain a home?

   - parents: daily tasks; weekly tasks; occasional tasks

   b) What are some occupations needed to maintain schools?

   - teacher: helps learners
   - librarian: locates books
   - janitor: keeps school clean
   - principal: keeps order
   - bus driver: drives students
   - teacher aide: helps teachers

Learning Resources

PRESCRIBED TEXT:

- Your Health
  Chapter 1

FILMSTRIPS: (R)

- World of Work

  "People Who Help Our Community"

Additional resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Instructional Objectives	Content	Learning Resources
C. PREPARING FOR THE NEXT GRADE 1. Develops a greater awareness of expectations for Grade 2.	B1.c) What are some occupations needed to maintain the community? - police force: safety - fire department: safety - store clerks: sell goods - garages: repair services - lifeguards: water safety - service personnel: utilities - doctors, dentists, nurses: health and first aid - recreation leaders: sport and leisure activities 1. PREPARATION FOR NEXT GRADE a) What are some concerns? - having a different teacher - being in a different classroom - being able to do harder work	

THEME IV:

BODY KNOWLEDGE AND CARE

SUB-THEMES:

A. BODY DEVELOPMENT
B. NUTRITION
C. GROWING UP HEALTHY
D. DISEASES AND DRUGS
E. SAFETY AND FIRST AID
F. PROTECTING PEOPLE'S HEALTH

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
A. BODY SENSES 1. Recognize that the body has special activities called senses.	1. THE "5" SENSES What are the "5" senses and their locations? a) sense of taste (mouth) b) sense of touch (skin) c) sense of smell (nose) d) sense of hearing (ears) e) sense of sight (eyes)	PRESCRIBED TEXT: - You and Your Health Chapter 2 FILMSTRIP: (R) - Health: Decisions for Growth: "Sense Ability"
B. PARTS OF THE BODY - Understand the main [illegible] systems and [illegible]	2. SKIN a) What are the purposes of the skin? - covers and protects all body organs - allows us to experience sensations (e.g. heat, cold, tickling) - allows us to touch and differentiate texture - allows us to feel pain (warns us of excess heat and pressure) - with sunshine produces Vitamin D b) How do you care for your skin? - wear appropriate clothing according to weather conditions - ways to keep your skin clean - avoid excess sunlight, heat and cold	Other useful resources are listed in the Appendix as Supplementary Resources.
1. [illegible] the functions of teeth, gums, saliva, tongue and lips.	3. TEETH, GUMS, SALIVA, TONGUE AND LIPS a) What are their functions? - teeth (chewing, appearance, speech) - gums and bone (support teeth)	PRESCRIBED TEXT: - Your Health p.p. 90-91.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	3. a) - saliva - lubricates the mouth and food - tongue - taste, speech - lips - speech, smiling, whistling b) Why is it important to maintain good oral health? - teeth and mouth begin the first step of food digestion - prevention of cavities - having a nice smile 4. TWO SETS OF TEETH a) Primary - number: 20 - names : incisors; cuspids; molars b) Permanent - number: 32 - first permanent molar erupts behind primary teeth, it does not replace a primary tooth - incisors are the first primary teeth to be replaced by permanent teeth 5. DAILY MOUTH CARE a) Why do we clean teeth? - removal and prevention of plaque b) How are teeth cleaned? - brushing; using fluoride toothpaste; dental flossing; dental professionals;	PRESCRIBED TEXTS: - You and Your Health Chapter 4 - Your Health Chapter 6, and p.p. 92-95.

SUB-THEME(S) A. BODY DEVELOPMENT; B. NUTRITION

Instructional Objectives	Content	Learning Resources
	5. c) Why are teeth important? - chewing; speech; proper bone development; facial contours; smiles 6a) Non-decay-producing (non-cariogenic) - fresh fruits; raw vegetables; nuts and seeds; plain yoghurt; cheese; peanut butter; bread/crackers; plain milk; unsweetened fruit and vegetable juices 6b) Decay-producing (cariogenic) - cake/cookies; pie; jelly/honey/jam; ice cream; chocolate bars; regular soft drinks; regular chewing gum 1. IDENTIFICATION OF NUTRITIOUS FOODS a) What is nutritious food? - supplies essential nutrients to the body that allow us to grow, maintain health, and give us energy to work and play 2. CLASSIFICATION OF FOODS a) How can foods be classified or grouped? - nutritious foods are usually grouped into four groups (based on nutrient content). This is the basis of Canada's Food Guide. i. Breads and Cereals ii. Fruits and Vegetables iii. Milk and Milk Products iv. Meat and Alternatives	FILMSTRIP: - Good Food. Good Times "Captain Keep-Fit and the Four Food Groups" (Available from Health and Welfare, Canada and National Film Board) PRESCRIBED TEXT: - Your Health p.p. 82-89. PRINT: - Canada's Food Guide (Available from Health and Welfare, Canada)

SUB-THEME(S) B. NUTRITION; C. GROWING UP HEALTHY

Instructional Objectives	Content	Learning Resources
	B.2b) Food may contain items from more than one food group and are often referred to as "combination foods", e.g. sandwiches, stew, pizza. c) Any foods that cannot be classified (by virtue of their nutrient content) into any one of the four food groups, as outlined in Canada's Food Guide are called "extras" e.g. cake. 3. APPRECIATION OF NUTRITIOUS FOODS a) How can we encounter and enjoy a wide variety of food items? - the personal experience of actually tasting food samples, together with classmates, has proven to be an excellent method of learning about nutrition.	
	1. NEED FOR EXERCISE a) Why do we need physical activity? - keeps bodies fit and flexible - keeps us mentally alert - keeps body fat in check - improves cardio-respiratory fitness - improves muscle strength b) What do we do each day to exercise? - walking to school - playing - climbing stairs - helping at home	PRESCRIBED TEXT: - Your Health p.p. 128-139.

SUB-THEME(S) C. GROWING UP HEALTHY; D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	2. GOOD POSTURE a) Why is posture important? - appearance - helps keep body organs in correct position so that they function properly b) How is good posture maintained? - correct choice of chairs and tables - correct positions for sitting, standing and walking	
	3. CLEANLINESS AND PERSONAL WELL-BEING a) How does cleanliness help us to feel better? - pleasant smell after a bath or shower; healthy teeth; attractive hair; clean clothing; makes us feel more alert; helps us relax	PRESCRIBED TEXT: - Your Health Chapter 1, and p.p. 6-19.
	1. HEALTH HABITS a) How can we prevent the spread of germs? - common cold (use of handkerchief) - knowing when to stay home when not feeling well - washing hands before meals and after visit to toilet - using own utensils - good diets - immunizations	PRESCRIBED TEXT: - Your Health Chapter 5

SUB-THEME(S) D. DISEASES AND DRUGS; E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
[illegible]	2. MEDICINE CHEST a) What is the significance of the medicine chest? - contains medication for improving health - to be taken under parental supervision b) What are some contents of the medicine chest? - doctor's prescriptions; cough syrups; aspirin; first-aid items 3. HAZARDOUS SYMBOLS a) What are some hazardous products? - paints; cleaning fluids; glue tubes; furniture oils b) What are the symbols for?: - poison? fire? explosion? corrosive? TEACHERS' NOTE: At present Mr. Yuk has only been officially adopted in the United States, although your students will probably be familiar with him through television. Before too long it is expected that a similar figure will be developed in Canada.	PRESCRIBED TEXT: - Your Health Chapter 8, and p.p. 114-127.
E. SAFETY PRACTICES 1. Recognizes pedestrian rules and regulations. (It is recommended that this sub-theme be taught at the beginning of the school year).	1. SAFETY PRACTICES IN THE HOME AND COMMUNITY a) What are some pedestrian rules? - walk facing traffic; use sidewalks; look both ways before crossing streets; obey traffic lights and signs; cross streets at marked and unmarked intersections	PRESCRIBED TEXTS: - You and Your Health Chapter 3 - Your Health Chapter 4

SUB-THEME(S) E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
	2. PUBLIC TRANSPORTATION a) What are some bus, subway, air or train safety rules? - line up on sidewalk, not the street - ticket or pass ready - wait for people to dismount before boarding - no pushing - not a time for rough play b) What are some car safety rules? - use seat belts - show courtesy to driver - use only appropriate car activities - have small children sit in car seats 3. PUBLIC PLAY AREAS a) What are some safety rules for playgrounds and parks? - avoid strangers and animals - use appropriate equipment safely - retrieve balls carefully from traffic areas b) What are some rules for swimming safety? - swim only when lifeguard is on duty; swim with a friend; behave appropriately 4. HOME AND SCHOOL SAFETY a) What are some safety concerns at home and at school? - matches; fire regulations and safety; electrical outlets; fireplace and stove safety; bathroom safety; responsibility for younger siblings; unsafe toys	FILMSTRIP: (R) - "Winnie the Pooh On the Way to School"

SUB-THEME(S) E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
[illegible]	4. b) What are some individual concerns? - winter - dress for cold - Hallowe'en - dress, strangers, treats - eclipses - eye safety - using proper safety equipment - helmets when skating, lifejackets when boating 5. BICYCLE SAFETY a) What are some rules for bicycle safety? - keep bike in good working condition (brakes, steering) - use hand signals - be aware of traffic rules - be aware of care and maintenance of bicycle - know where to ride - take special care when riding on highways - correct bike size TEACHERS' NOTE: Children at this age may not be ready to ride bicycles, therefore this section could be used as preparation for when students are ready to ride bicycles. 6. BASIC FIRST AID PRACTICES a) Where should you go if you get hurt at school? - follow individual school's procedure b) What should you do if you cut yourself? - make sure the cut is clean by using antiseptic and water; apply bandage; if the cut bleeds place a clean cloth on the wound, apply pressure and seek help	

SUB-THEME(S) E. SAFETY AND FIRST AID; F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
	6. c) What should you do if your nose bleeds? - sit down; tilt head slightly forward; pinch nose firmly (where nasal bone and cartilage meet); if bleeding persists, seek medical attention 1. COMMUNITY SAFETY PERSONNEL a) Who are some of the community personnel concerned with safety? - school safety patrols; block parents; police officer; fire department; school nurse; BLOCKPARENTS - awareness of which houses display BLOCKPARENT sign, - awareness of what kind of situation requires BLOCKPARENT help	

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care

GRADE 2

MENTAL HEALTH CONCEPTS

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Instructional Objectives

1. SELF-ACCEPTANCE

   1. Understands one's place and importance in the home and at school. (Elective)

2. [illegible]

   1. Understands self feelings and emotions and learns to express in words, actions and interpersonal relationships.

   2. Learns how to deal with others and is aware of the actions of others.

Content

1. IMPORTANCE IN HOME AND SCHOOL

   a) Who needs us around home?

   - parents; brothers and sisters; grandparents; relatives; neighbours; animals

   b) Who needs us around school?

   - friends; teachers; school atmosphere (for school spirit)

1. WAYS TO EXPRESS ONESELF

   a) How do we express emotions?

   - facial expressions; verbally; body movement; voice tone

   b) How do we deal with emotions in a positive manner?

   - think before reacting (count to 10 approach)
   - think of others (how will they feel?)
   - communicate with others about feelings (what do you mean?)

2. OTHERS AFFECT US

   a) Who affects us?

   - teachers; parents; friends; brothers/sisters; grandparents; other relatives; strangers

Learning Resources

PRESCRIBED TEXTS:

- You and Your Health
  Chapter 1
- Being Healthy
  Chapter 2, and p.p. 30-37

PRINT: (R)*

- The Hole in the Fence
- Magic Circle Human Development Program

Note: This program is useful for all of Themes I, II and III. Inservice is required prior to using this teacher resource.

VIDEOTAPE: (R)

- All About You
  "Everybody's Afraid Sometimes"
  (Available from ACCESS)

*(R) - Recommended Resource.

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
	2. b) How do we affect others? - things we say; things we do; the things we do not do	PRESCRIBED TEXTS: - Being Healthy Chapter 2 - You and Your Health Chapter 1
	1. HONESTY AND TRUST Who depends on us? a) At home? - younger children; parents; grandparents; pets b) At school? - friends; teachers c) In the community? - friends; group leaders	
2. Practises consideration for others.	2. CONSIDERATION FOR OTHERS a) How do we show consideration for others? - being a good listener - trying to understand others' feelings - being dependable	PRESCRIBED TEXT: - Being Healthy Chapter 2, and p.p. 50-51. Other useful resources are listed in the Appendix as Supplementary Resources.

THEME II:

RELATING TO OTHERS

SUB-THEMES:

A. PEERS
B. SCHOOL

SUB-THEME(S) A. PEERS

Instructional Objectives	Content	Learning Resources
	1. PERSONAL BEHAVIOURS a) How do we hurt others? - tattling; fighting; hitting; gossip; lies; talking behind backs; not including in groups b) How are others hurt? - feelings; hurt physically 2. FOR HAPPINESS a) Why do we need friends? - play with; talk to; companion; comfort; support 3. STRENGTHS a) How do we assess our strengths? - things you feel good about doing - things you receive praise from others for doing b) How do we build self-confidence? - counting your strengths - asking the advice of grown-ups and friends - talking about situations causing concern - accomplishing certain tasks	PRESCRIBED TEXT: - You and Your Health Chapter 1 VIDEOTAPE: (R) - All About You "Everybody Needs a Friend" (Available from ACCESS) PRESCRIBED TEXT: - Being Healthy p.p. 48-49. Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) A. PEERS; B. SCHOOL

Instructional Objectives	Content	Learning Resources
A. IMPORTANCE OF SELF AND OTHERS 1. (Students have a basic understanding of self, importance of individuals and its group members.) B. WORKING WITH OTHERS 1. Presentation from syndrome and friendship. 2. Reinforcement that it is better to concentrate on [illegible] strengths.	4. INDIVIDUAL IMPORTANCE a) Who needs us? - home (family); school (classmates, teachers); friends (school, community); neighbourhood; relatives (aunts, uncles, grandparents); pets b) What groups need us? - sport teams; school activities; community groups 1. STRENGTHS a) What are some strengths? - talents; what you like about a person (personality traits); abilities 2. CONCENTRATING ON STRENGTHS a) Why should you concentrate on strengths? - gives a positive concept of self and others	PRESCRIBED TEXT: - You and Your Health Chapter 1

THEME III :

LIFE CAREERS

SUB-THEMES:

A. SELF UNDERSTANDING
B. LIFE CAREERS
C. CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. SELF UNDERSTANDING; B. LIFE CAREERS

Instructional Objectives	Content	Learning Resources
A. PERSONAL INTERESTS AND ABILITIES 1. Develops an awareness of one's strengths to increase one's self-confidence. 2. Demonstrates a basic understanding of one's importance as an individual and as a member of a group. B. THE ROLE OF HOME 1. Demonstrates familiarity with occupational roles in maintaining a home and family, a school, and the community.	1. STRENGTHS a) How to assess strengths? - things you feel good about doing - things you receive praise from others for doing b) How do we build self-confidence? - counting your strengths when unsure - asking the advice of grown-ups and friends - talking about situations causing concern - trying something new 2. IMPORTANCE AS AN INDIVIDUAL AND GROUP MEMBER a) Who needs us? - home (family); school (classmates, teachers); friends (school, neighbourhood); neighbourhood; relatives (aunts, uncles, grandparents) b) What groups need us? - sports; school activities; church groups; community groups 1. THE ROLE OF THE HOME, SCHOOL AND COMMUNITY a) What is the role of parents? - provide food; provide shelter; provide clothing; provide love and comfort; provide security and protection	KIT: (R) - DUSO Kit I Singing Game: "You Can Do It Too" p.p. 40-41. (helps children gain confidence in their abilities) Introductory Story VI: "DUSO and Squeaker" (gives children a chance to talk about their achievements, and builds their confidence in their ability to try new things) Unit Song VI: "Have a Go At It" Other useful resources are listed in the Appendix as Supplementary Resources. FILMSTRIP: (R) - The World Of Work: "Working Up to A Busy Day" and "Workers and Their Work"

SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Instructional Objectives	Content	Learning Resources
	1. b) What is the role of the school? - provide an education; provide physical activity; provide preparation for the working world c) What is the role of the community? - provide public service; provide protection and medical services; provide goods 2. PROVISION OF GOODS AND SERVICES a) What are some service occupations? - dentist; doctor; bus driver; barber/hairdresser; teacher; waiter/waitress; fire fighter; mail deliverer; grocer; secretary; police officer b) What are some occupations that produce goods? - shoemaker; farmer; cook; carpenter; dairy worker bricklayer; construction worker; dressmaker/tailor	KIT: (R) - DUSO Kit I: Unit I, cycle B Story: The Fairfield Fire Department (Four volunteer firemen have other, full-time, occupations, housewife, farmer, druggist and car wash owner.) VIDEOTAPE: (R) - What Do You Want To Be? (provides an occupational overview, in a cartoon format; Available from Alberta Advanced Education and Manpower Department, Career Resources Branch) FILMSTRIP: (R) - World of Work "People Who Help Our Community" and "What Is Our Economy?"
	1. SCHOOL CONTRIBUTIONS a) What do the academic areas teach us? - to read; to write; to communicate with others; to handle money and numbers b) What else do we learn? - to share and cooperate with others - to gain leadership skills - to follow rules - to work carefully	KIT: (R) - DUSO Kit I Unit V, Cycle D Story V-D: "The Traffic Light Story" (shows the benefit of applying something learned in school) Problem Situation V-D: "Joey Learns to Count" (story and discussion about handling money at a store)

SUB-THEME(S) C. CAREER AWARENESS, PLANNING AND PREPARATION

Instructional Objectives	Content	Learning Resources
C. PREPARING FOR THE NEXT GRADE 2. Develop a greater awareness of expectations for grade 2.	c) Where can these skills be used? - in leisure activities; in future occupations 2. PREPARATION FOR NEXT GRADE a) What new skills will be taught? - cursive writing; multiplication and division b) What grade two skills will be needed? - reading; printing; adding and subtracting; listening; speaking; viewing; physical skills	KIT: (R) - DUSO Kit I Unit VI, Cycle D Role Playing Activity VI-D: "The Careful Worker" (shows careful and careless performance of different tasks) - DUSO Kit I Unit III, Cycle D Role Playing Activity III-D: "Timber" (shows how everyone is needed to get a job done)

THEME IV:

BODY KNOWLEDGE AND CARE

SUB-THEMES:

A. BODY DEVELOPMENT
B. NUTRITION
C. GROWING UP HEALTHY
D. DISEASES AND DRUGS
E. SAFETY AND FIRST AID
F. PROTECTING PEOPLE'S HEALTH

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
A. [illegible] 1. Learn that the cell is the basic structural unit of life. 2. Learn that there are [illegible] growth patterns that each person follows in a unique way [illegible]. 3. Recognize that [illegible] vary [illegible] rates.	1. BODY CELLS a) What is a cell? - beginning of life; basic unit for all living things b) Where are cells located? - plants; animals; humans c) What do cells have in common? - are alive; they replicate; they breathe; take in food; get rid of wastes; eventually die 2. GROWTH STAGES a) What are the stages of growth? - pre-natal; infancy; childhood; pre-adolescence; adolescence; adulthood 3. GROWTH RATES VARY a) Why do growth rates vary within the same sex? - heredity; environment; childhood health conditions; culture b) What about the opposite sex? - expected growth spurt for girls 10-11 - expected growth spurt for boys 12-13	VIDEOTAPES: (R) - All About You "Secrets In Your Cells" "What Are You Made Of?" (Available from ACCESS) - All About You "Look At You Now" (Available from ACCESS) PRESCRIBED TEXT: - Being Healthy Chapter 3, and p.p. 40-47. Additional useful resources are found in the Appendix as Supplementary Resources.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
[illegible]	4. PROTECTING THE EYES AND EARS a) What should our eyes be protected from? - from objects (fireworks, stones, sharp sticks, toys, BB guns) - from light (looking directly at the sun, sun lamps, industrial lights-welding) - from chemicals (household ammonia, cleaning solutions) - from objects in sports b) How can the ears be protected? 1. From Infections? - keeping area around the ear clean 2. From Injury? - never hit another person on ear - never put things in ear - avoid loud noises - wearing special equipment to protect ears, i.e. ear muffs	PRESCRIBED TEXT: - Being Healthy Chapter 5, and p.p. 76-93. FILMSTRIP: (R) - Health: Decisions For Growth "Eyes, Nose and All Those" (Harcourt, Brace and Jovanovich) VIDEOTAPE: (R) - All About You "Listen, Look And Learn" (Order from ACCESS)
[illegible] 5. [illegible]	5. BODY CARE AND MAINTENANCE a) What daily care is required? - relaxation; sleep; exercise; nutrition; cleanliness; mouth care b) Who do you visit for examinations? - doctors (body checks); dentists (mouth checks); optometrists or school nurse (eye checks)	PRINT: (R) - Red Cross Health and Resource Package "I'm Taking Care of Myself" (Available from Canadian Red Cross Society)

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	5. c) When do you visit? - when problems develop - regular examinations (dentist) 6. STRUCTURE AND FUNCTIONS OF TEETH a) What is the structure of a tooth? - enamel; crown; root; gum b) How many teeth do we have? - primary: 20; permanent: 32 c) What are the functions of the three kinds of teeth? - incisors and cuspids: cutting teeth - bicuspids: pointed chewing teeth - molars: strong, grinding surfaces 7. LOSING TEETH a) What about losing primary teeth? - 6-7 years old - begins with central incisors - makes rooms for permanent teeth b) What about losing permanent teeth? - loss by accident or through decay; affects appearance, comfort, speech, digestion; preserving loss of teeth through crowns and braces; replacing lost teeth with false teeth	VIDEOTAPE: (R) - All About You "I'm Taking Care of Myself" (Available from ACCESS) PRESCRIBED TEXT: - You and Your Health p.p. 104-107.

GRADE 2 **THEME:** IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) A. BODY DEVELOPMENT; B. NUTRITION

Instructional Objectives	Content	Learning Resources
	8. TEETH, FOOD PRODUCTS AND PLAQUE a) What is plaque and how does it affect one's teeth? - a sticky, colourless coating of bacteria on our teeth - plaque causes cavities and gum diseases b) How is sugar harmful to teeth? - works with plaque on teeth - causes cavities and decay c) What products help teeth? - foods low in sugar	
	1. NUTRITIOUS FOODS a) What is a nutritious food? - supplies essential substances to the body that allow us to grow, and give us energy to work, play and maintain health	PRINT: (R) - Canada's Food Guide (available from Health and Welfare, Canada)
	2. CLASSIFICATION OF FOODS a) How can foods be classified or grouped? - nutritious foods are usually placed into four groups (based on nutrient content); this is the basis of Canada's Food Guide. i. breads and cereals ii. fruits and vegetables iii. milk and milk products iv. meat and alternates	PRESCRIBED TEXTS: - You and Your Health p.p. 80-85 - Being Healthy Chapter 6, and p.p. 94-105.

SUB-THEME(S) B. NUTRITION

Instructional Objectives	Content	Learning Resources
	2. b) Food may contain items from more than one food group and are often referred to as "combination foods", e.g. sandwiches, pizza and stew. c) Any foods that cannot be classified (by virtue of their nutrient content) into any one of the four food groups, as outlined in Canada's Food Guide, are called "extras" e.g. cake.	
	3. APPRECIATION OF NUTRITIOUS FOODS a) How can we encounter and enjoy a wide variety of snack items? - the personal experience of actually tasting nutritious snacks, together with classmates, has proven to be an excellent method of learning about nutrition	FILMSTRIP: (R) - Good Foods, Good Times "On the Go with Grandma"
	4. DAILY FOOD REQUIREMENTS a) How do we know how much food from each food group should be eaten? - Canada's Food Guide gives this information - it is important to eat something from each food group at most meals b) What is an example of the quantity of food that an average 7 year old might eat in one day? i) Breads and Cereals 3-5 servings (one serving is 1 slice of bread or 1/2 - 3/4 cup cooked macaroni, rice, spaghetti)	VIDEOTAPES: (R) - All About You "It's What You Eat" "What's Your Fuel?" (Available from ACCESS) PRESCRIBED TEXT: - Being Healthy Chapter 6, and p.p. 106-112.

GRADE 2 **THEME:** IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) B. NUTRITION; C. GROWING UP HEALTHY

Instructional Objectives	Content	Learning Resources
C. REST 1. [illegible] rest and relaxation is essential for a healthy body and mind. 2. Identify the differences in energy and behaviour when fully rested, compared to too little rest.	B. 4.ii) Fruits and Vegetables 4-5 servings (one serving is 1/2 cup vegetables or fruit or juice) iii) Meat and Alternates 2 servings (one serving is 2 eggs, 2-3 oz. lean meat, poultry, fish) iv) Milk and Milk Products 2-3 servings (one serving is 1 cup of milk, yogurt, cottage cheese or 1 1/2 oz. cheese. 1. REST IS ESSENTIAL TO HEALTH a) What is the purpose of rest? - growth; recover from fatigue; appearance; mental outlook b) When should we rest? - bedtime; when tired 2. EFFECTS ON ENERGY AND BEHAVIOUR a) When rested how are energy and behaviour affected? - better school performance; better mental outlook; happier person; participation with friends in activities b) What happens when we have too little rest? - tired; candidate for disease; lack energy to play with others; poor mental outlook	PRESCRIBED TEXTS: - You and Your Health Chapter 3 - Being Healthy p.p. 10-11.

SUB-THEME(S) C. GROWING UP HEALTHY

Instructional Objectives	Content	Learning Resources
3. [illegible] promotes [illegible]	3. PHYSICAL ACTIVITY FOR FUN AND FITNESS a) What are the advantages of being fit? - improves your strength; improves your flexibility; improves your endurance (the functioning of your cardiorespiratory systems) b) How can you enjoy fitness? - by including your family and friends in fitness activities - choosing fitness activities that are fun - not always having the end point as winning or losing	
4. [illegible]	4. BATHING AND SHOWERING a) What about physical well-being? - pleasant appearance b) What about emotional well-being? - feel better; happier you c) What about social well-being? - better accepted by others d) How often should you bathe? - regularly e) What procedures should you follow? - take soap; towel - washcloth; clean underclothes; clean area when finished; put products away	PRESCRIBED TEXTS: - You and Your Health p.p. 98-99. - Being Healthy p.p. 14-15

SUB-THEME(S) D. DISEASES AND DRUGS; E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
	1. AIDS TO GETTING WELL a) What are some practices to follow when not feeling well? - tell parent or teacher - stay in bed, get rest - take medicines given by parent or doctor (if needed) - see doctor - show consideration for others (cover mouth when coughing, sneezing, etc.)	PRESCRIBED TEXTS: - You and Your Health p.p. 98-99. - Your Health and You Chapters 5 and 9. VIDEOTAPE: (R) - All About You "Sneezies, Wheezies and Measles" (Order from ACCESS)
	1. PERSONAL AND FAMILY SAFETY PRACTICES a) How can we be safety conscious? - being cautious; being patient; showing concern for others; being prepared for handling emergencies (get help, use the telephone properly, know emergency phone number); knowing the rules of (water, traffic, motor vehicles, fire and bicycles); making sure dangerous and inflammable products are stored properly; making sure all medications are stored properly b) What safety equipment do you need when engaging in sport and recreational activities? - helmets: when skating; life jackets: when boating	FILMSTRIP: (R) - Health: Decisions for Growth "Take Care" (Harcourt, Brace and Jovanovich) PRESCRIBED TEXTS: - You and Your Health Chapter 2. - Being Healthy Chapters 4 and 7.

SUB-THEME(S) E. SAFETY AND FIRST AID; F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
[illegible]	2. FIRST AID a) How to take care of cuts and scrapes? - make sure cut is clean using antiseptics - bandage cut - if cut continues to bleed contact health personnel	FILMSTRIP: (R) - Safety and You (Distributed by International Tele-Film Enterprises)
[illegible]	1. CLASSROOM APPEARANCE a) How can we improve classroom appearance? - no littering; - make good use of paper products (towels, writing paper) - keep dirt off shoes and boots 2. CLASSROOM APPEARANCE a) How does classroom appearance help our physical well-being? - safety; healthy environment b) How does classroom appearance help our social well-being? - generates pride; maintains positive attitude	PRESCRIBED TEXT: - You and Your Health Chapter 5
[illegible]	3. RECREATIONAL FACILITIES a) What are the locations, hours and cost of some recreational facilities? - swimming pools; skating rinks; playgrounds; biking and hiking trails; fishing and boating areas	

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care

GRADE 3

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Instructional Objectives	Content	Learning Resources
A. SELF-WORTH 1. Learns ways to build strengths. 2. Learns to cope with difficult situations. B. [illegible] 1. [illegible] to deal with feelings in a positive manner. 2. Shows ways to show positive feelings.	1. BUILDING STRENGTHS a) How do we build strengths? - examining likes and fun activities - noting recognition from others for: talents, hobbies, crafts and appearance - taking pride in accomplishments 2. COPING WITH DIFFICULT SITUATIONS a) How do we cope with difficult situations? - admitting weaknesses - setting goals to overcome weaknesses - practise - remembering the "I CAN DO" approach 1. THE POSITIVE APPROACH a) How do we deal with feelings in a positive manner? - think before reacting (count to 10 approach) - think of others (how will they feel?) - communicate with others about feelings (let others understand how you feel) 2. SHOWING POSITIVE FEELINGS a) How do we show positive feelings? - take pride in appearance; take pride in work habits; take pride in accomplishments; take part in uplifting, fun activities; be around people and friends who make you feel good about who you are	PRINT: (R)* - The Hole in the Fence - Magic Circle Human Development Program Note: This program is useful for all of Themes I, II and III. Inservice is required prior to using Magic Circle. PRESCRIBED TEXTS: - You and Your Health Chapter 1 - Your Health and You Chapter 2 *(R) - Recommended Resource.

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
[illegible]	1. MAKING DECISIONS a) What should be considered? - will the end result make me happy? - will the end result make me proud? - will others be pleased? - will I hurt anyone? - what are other alternatives? b) What are some consequences? - winning or losing - accepting the results - knowing a decision is better than no decision - not being afraid to admit an error - preparing to review possibilities and to try again	
[illegible]	2. ACCEPTING FAILURE AND DISCOURAGEMENT a) What are some types of failures and discouragements? - school: grades, competitions - friends: loss of a friend, quarrels - sports: losing a game	FILMSTRIP AND KIT: (R) - It's Okay for Me: It's Okay for You "It's okay to make mistakes; What would you do?" Additional useful resources are listed in the Appendix as Supplementary Resources.

THEME II:

RELATING TO OTHERS

SUB-THEMES:

A. PEERS
B. SCHOOL

SUB-THEME(S) A. PEERS

Instructional Objectives	Content	Learning Resources
[illegible]	1. HELPING OTHERS a) What rewards can we gain by helping others? - feel good; gain new friends; develop deeper bonds of friendship; develop broader perceptions of people and relationships b) How do others react? - feel good; like us; appreciate us; are more willing to help us when we are in need	
A. [illegible] [illegible] and girls.	2. DEVELOPING FRIENDSHIPS a) How do we develop friendships? - participate in activities; help and cooperate with others; show an interest in others; listen to others; share common interests	
A. [illegible] 3. Discovers ways other people affect our self-image.	3. OTHERS AFFECT OUR SELF-IMAGE a) How do others affect our self-image? - by the things they say - by the things they do - by the things they do not do	PRESCRIBED TEXT: - Your Health and You p.p. 34-36 Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) B. SCHOOL

Instructional Objectives	Content	Learning Resources
B. WORKING WITH OTHERS 1. Recognizes school as a place to be with old friends, and as a place to make new friends. 8. GROWN-UPS 7. Learns that grown-ups can help with personal relationships.	1. BUILDING FRIENDSHIPS a) How do you build friendships by participating? - activities; group work; conversations; sharing similarities b) How do you build friendships by caring and sharing? - listening; being helpful; being cooperative; being considerate 2. ASSIST WITH PROBLEMS a) Who can help you? - parents; teachers; grandparents; neighbours b) How do they help? - listen; give advice; talk of their experiences; help in clarifying problems	VIDEOTAPE: (R) - All About You "Everybody Needs A Friend" (Available from ACCESS) FILMSTRIPS: (R) - Health: Decisions for Growth "What Can You Give?"

THEME III :

LIFE CAREERS

SUB-THEMES:

A. SELF UNDERSTANDING
B. LIFE CAREERS
C. CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. SELF-UNDERSTANDING

Instructional Objectives	Content	Learning Resources
	1. PEOPLE DIFFER FROM EACH OTHER a) How do people differ from one another? i) Physically: - size, weight, height, gender ii) Intellectually: - reasoning, questioning, writing, reading skills iii) Socially: - personality types: - likes to be alone; enjoys others; likes certain activities 2. POSITIVE ATTITUDES a) How do we express positive attitudes? i) Toward oneself: - "I Can Do" approach; understanding and accepting strengths and weaknesses ii) Toward others: - interest in others - respect for others - appreciation for others	VIDEOTAPE: (R) - All About You "What Are You Made Of" (Available from ACCESS) PRINT: (R) - The Magic Circle Human Development Program Level III, Units 5 and 9, p.p. 75-76, 105-108. Note: Teacher inservice is required before using Magic Circle. Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) B. LIFE CAREERS

Instructional Objectives	Content	Learning Resources
	1. CONCEPT OF WORK a) What is work? - occupation, business, trade, profession b) Who has work roles in the home? - parents; children; relatives c) Who has work roles in the school? - teachers; principal; students; janitor; secretary; nurse; teacher-aide d) Why is work important? - gives one meaning and purpose in life - offers a sense of accomplishment which helps one's self-esteem - provides for financial security 2. SCHOOL PREPARATION FOR EMPLOYMENT a) What are some basic skills we should master? - reading; writing; speaking; listening; researching; spelling; printing/handwriting; working with others; safety consciousness	

SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Instructional Objectives	Content	Learning Resources
3. [illegible] communication skills.	3. COMMUNICATION SKILLS a) How are communication skills enhanced? - good listening skills; good speaking skills; good spelling skills; good writing skills; good use of grammar	
1. SCHOOL HABITS 1. [illegible] school habits [illegible]	1. SCHOOL HABITS a) What school habits have employment implications? - promptness; perseverance; dependability; neatness; courtesy; responsibility; punctuality	
2. ORIENTATION FOR DIVISION II 2. [illegible] Division II.	2. ORIENTATION FOR DIVISION II a) How will Division II differ from Division I? - departmentalization: more than one teacher - homework: work not completed in class - quantity of written work: written reports - independent work: research skills, reports, projects	

THEME IV:

BODY KNOWLEDGE AND CARE

SUB-THEMES:

A. BODY DEVELOPMENT
B. NUTRITION
C. GROWING UP HEALTHY
D. DISEASES AND DRUGS
E. SAFETY AND FIRST AID
F. PROTECTING PEOPLE'S HEALTH

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
A. BODY GROWTH [illegible]	1. HEREDITY -- CHILDREN DIFFER a) How does heredity affect us? Family Traits: - build; features; eyes; skin colour; hair colour 2. CHILDREN DIFFER IN GROWTH a) In what ways do children grow differently? - physically; mentally; socially; emotionally b) Why are there differences? - heredity; hormones; environment 3. NUTRITION AND EXERCISE a) How is body weight affected? - by the amount and type of foods eaten - by the amount of physical activity one takes part in b) How is body strength affected? - by an intake of appropriate nutrients - by the amount of exercise one takes part in 4. DAILY DENTAL CARE a) Why is daily dental care important? - prevention of cavities; having a nice smile	PRESCRIBED TEXTS: - You and Your Health Chapter 4 - Your Health and You p.p. 105-108 Additional useful resources are listed in the Appendix as Supplementary Resources. PRESCRIBED TEXT: - You and Your Health p.p. 156-159.

GRADE 3 **THEME:** IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	b) How often should you clean your teeth? - thoroughly once a day and if possible after every meal c) How should you brush your teeth? A soft toothbrush with round-ended bristles should be used. It is very important that the toothbrush goes right back to the first permanent molars if they are in place and that these molars are cleaned well. A simple brushing procedure such as the horizontal/circular scrub method is satisfactory to remove most of the decay-causing bacteria and food debris from the teeth. d) How does one floss teeth? Daily flossing is necessary to remove plaque, that the toothbrush cannot reach, from between any teeth which are in close contact with one another. A method of holding floss which may be easier for children is to: tie a knot in the ends of approximately 35cm - 40cm (12-14 inches) of floss to form a circle with the third, fourth and fifth fingers of each hand; and use the thumbs and forefingers to guide the floss between the teeth. Note: Children at this age level generally do not have sufficient motor coordination to floss effectively themselves, hence, the parents should floss their children's teeth.	PRESCRIBED TEXT: - Your Health and You p.p. 120-121.

SUB-THEME(S) B. NUTRITION

Instructional Objectives

B. IDENTIFICATION OF NUTRITIOUS FOODS

1. Identifies nutritious foods.

2. Identifies and shares ideas for foods from a variety of cultures.

3. Identifies daily food requirements.

Content

1. NUTRITIOUS AND NON-NUTRITIOUS FOODS

   a) What is the difference between a nutritious and non-nutritious food?

      - a nutritious food fits into one of the four food groups
      - any food that does not fit into a group is called an "extra"

2. CULTURAL DISHES

   a) What are some cultural dishes?

      - Tacos (Mexican)
      - Wienerschnitzel (German)
      - Sukiyaki (Japanese)
      - Pyrogy (Ukrainian)
      - Rice and Peas (Jamaican)
      - Spaghetti (Italian)
      - Roast Beef and Yorkshire Pudding (British)

   b) How do foods from other cultures fit into the four food groups?

      - research will reveal many interesting and different foreign foods that fit into the four food groups

3. DAILY FOOD REQUIREMENTS

   a) What are the recommended daily servings from each food group?

      - Canada's Food Guide gives this information
      - it is important to eat something from each food group at most meals

Learning Resources

FILMSTRIP: (R)

- Good Food, Good Times,

  "My Food and Your Food = Our Food"

PRESCRIBED TEXT:

- Your Health and You
  p.p. 112-119

FILM: (R)

- Why Did You Have Dhal for Dinner?
  (Order from your school film library or from ACCESS)

PRINT: (R)

- Canada's Food Guide
  (Available from Health and Welfare, Canada)

SUB-THEME(S) B. NUTRITION

Instructional Objectives	Content	Learning Resources
	b) What amount of food might a grade 3 student eat in one day? i) Breads and Cereals - 3-5 servings (one serving is 1 slice of bread or 1/2 - 3/4 cup cooked macaroni, rice, spaghetti) ii) Fruits and Vegetables - 4-5 servings (one serving is 1/2 c. vegetables or fruit or juice) iii) Meat and Alternates - 2 servings (one serving is 2 eggs, 2-3 oz. lean meat, poultry, fish) iv) Milk and Milk Products - 2-3 servings (one serving is 1 cup milk, yogurt, cottage cheese or 1.1/2 oz. cheese 4. DAILY MENUS a) What could a grade 3 student's daily menu plan look like? ********** * Example: * * * * 4 oz. orange juice, 1 egg, 1 toast, 4 oz. milk; * * * * 4 oz. milk, 1 peanut butter sandwich, carrot sticks, * * apple, water; * * * * 2-3 oz. chicken, 1/2 cup green peas, 1 medium potato, * * 8 oz. milk * **********	PRINT: (R) - Canada's Food Guide Available from Health and Welfare, Canada FILMSTRIP: (R) - Good Foods, Good Times, "The Twins Choose Winning Foods"

SUB-THEME(S) C. GROWING UP HEALTHY

Instructional Objectives	Content	Learning Resources
[illegible]	1. FUN FITNESS ACTIVITIES a) What are some classroom fitness activities? To do alone or in groups: - stretch and turn; twist and turn; bend and twist; sway and swing b) What are some fitness activities for the gymnasium? To do alone or in groups: - walk; jump; leap; run; start/stop; change directions; gallop; slide; skip; hop c) What are some playground activities? - bouncing objects; throwing ball; kicking ball; skipping; playing tag 2. HOW OTHERS VIEW US a) What might others find pleasant about us? - hair; clothing; posture; nail care; neatness b) What should we do to maintain cleanliness? - bath/shower regularly; wash hair when oily or dirty use soap and warm water to wash hands and face (before meals in mornings, before bed); change underclothing regularly; keep outer clothing clean; daily tooth brushing and flossing	PRESCRIBED TEXT: - Your Health and You p.p. 182-197

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
[illegible]	1. PERSONAL HEALTH PRACTICES a) How do we curb the spread of germs? - uses own toothbrush; uses own handkerchief; uses own food utensils; keeps cuts and wounds clean b) What about cleanliness? - regular washing and bathing; - proper and clean clothing c) What about body protection? - immunization; tuberculosis tests; regular dental and eye examinations; doctor examinations when ill d) What about the environment? - good ventilation in rooms; appropriate room temperature; proper lighting e) What about our life style? - eating nutritious and balanced meals; exercising regularly; avoiding smoking; having supportive friends and family; having a positive image of ourselves	PRESCRIBED TEXTS: - You and Your Health Chapter 3 - Being Healthy Chapter 1
2. Learns that our bodies fight disease.	2. THE BODY FIGHTS GERMS a) How is the body able to fight germs? - building up body resistance by following positive health practices so that one is not vulnerable to disease; by antibodies (produced in the blood, that destroy or weaken bacteria or neutralize poisons of an organic nature)	

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	3. WHEN TO USE MEDICINES AND DRUGS a) When do we use medicines and drugs? - doctor prescription; parent, guardian supervision b) Why do we use drugs and medicines? - illness; fever; stomach aches; headaches; colds; bowel movements c) What are common types of drugs and medicines? - doctor's prescription; over the counter drugs; household remedies 4. REFUSING SUBSTANCES FROM STRANGERS a) Who should help us take medications? - only take medication under parent, guardian or nurse supervision - never accept substances from strangers 5. HEALTH HAZARDS OF SMOKING a) Why is smoking harmful? - main cause of lung cancer - linked to pulmonary emphysema and chronic bronchitis - linked to coronary heart disease - public exposure to air pollution from tobacco smoking	PRESCRIBED TEXT: - Being Healthy Chapter 8

SUB-THEME(S) E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
	1. SAFETY IN ACTION a) What are some changes in the environment? - snow; ice; lightning; fog; rain; smog; fire; wind	PRESCRIBED TEXTS: - You and Your Health Chapter 2 - Your Health and You Chapters 4 and 7
	2. PERSONAL SAFETY PRACTICES a) What are some good safety practices? - uses seat belts; chews food well before swallowing; avoids dangerous situations; learns to use matches responsibly with supervision; avoids fallen electrical lines; uses electrical outlets cautiously; ensures that areas are safe for swimming and other recreational activities; awareness of hazards when flying kites; uses mouth-guards and helmets when appropriate	
	3. COMMUNITY AGENCIES Who promotes safety? a) Recreation personnel: - lifeguard; playground director b) Protection personnel: - police officer; fire department; block parents c) First-aid personnel: - nurse; fire department; police officer; St. John's Ambulance Personnel	PRESCRIBED TEXT: - Your Health and You Chapter 8

SUB-THEME(S) E. SAFETY AND FIRST AID; F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
	4. TREATING BURNS a) How would you treat a heat burn? - flush skin with cold water - do not remove clothing - cover burn with clean dressing - serious burns require immediate medical attention	PRESCRIBED TEXT: - You and Your Health Chapter 2
	1. ROLE OF DENTAL HELPERS a) Who are some dental helpers? i) Dentist: - teaches people how to look after their teeth and gums; diagnoses any dental problems and prepares a treatment plan; provides comprehensive preventive and treatment services ii) Dental Hygienist: - teaches people how to look after their teeth and gums; removes hard and soft deposits (calculus, stains, plaque) from people's teeth; applies fluoride to the teeth to reduce tooth decay; takes required x-rays iii) Dental Assistant: - teaches people how to look after their teeth and gums; helps the dentist, dental hygienist, dental nurse and dental therapist to examine and treat people's teeth and gums; sometimes polishes the teeth and applies fluoride to reduce tooth decay; takes required x-rays	PRESCRIBED TEXT: - Your Health and You p.p. 149-150

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
	1. a.iv) Receptionist: - keeps records; makes appointments 2. SEEING THE DENTIST a) When should we visit the dentist? i) Regular Check-ups ii) Services provided by the dentist: - detection of cavities; filling a tooth; extracting a tooth; cleaning; braces; straightening; capping; false teeth; gum problems iii) Following a dental injury 3. BECOMES AWARE OF COMMUNITY FACILITIES a) What are some community recreational facilities? Becomes aware of times, locations and costs of: - swimming pools; skating rinks; playgrounds; biking/hiking trails; team sports available in community; organized activities (scouts, cubs guides, brownies); fishing and boating areas	

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care
- THEME V: Human Sexuality

GRADE 4

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Instructional Objectives

Content

1. RESPECT FOR SELF

   a) Why should we show respect for self?

      - unique person; value to family, school and community; things done well; strengths

2. SELF CONCEPT

   a) What external forces determine self-worth?

      - friends; parents; teachers; classmates; church and community; neighbours

   b) What internal forces determine self-worth?

      - strengths; physical abilities; confidence; intelligence; mental attitude

3. ONGOING CHANGES

   a) In what ways are you and your classmates constantly changing?

      - physically; socially; emotionally; intellectually

1. TYPES OF EMOTIONS

   a) What are some types of emotions?

      - fear; anxiety; love; anger; depression; guilt; joy

Learning Resources

PRINT: (R)*

- The Hole in the Fence

- Magic Circle Human Development Program

Note: Magic Circle is useful for all of Themes I, II and III. Teachers must have inservice before using Magic Circle.

PRESCRIBED TEXT:

- You and Your Health Chapter 1

Additional useful resources are listed in the Appendix as Supplementary Resources.

*(R) - Recommended Resources.

SUB-THEME(S) B. FEELINGS; C. PERSONALITY

Instructional Objectives	Content	Learning Resources
	2. EXPRESSION OF EMOTIONS VARIES a) What are some ways to express emotions? - crying; laughing; singing; dancing; running; teasing; bullying; boasting 3. RESPONSIBILITY FOR EMOTIONAL EXPRESSION a) What should we consider when expressing emotions? - consideration for others; consideration of self; time and place; result makes you happier; result makes others happier 1. GOOD AND BAD TRAITS a) What are some good traits? - consideration for others; respectful treatment of others; honesty with yourself and others; positive attitude b) What are some bad traits? - actions that bring unhappiness to us and others; disrespect to others; resentment of others; jealousy of others; negative attitude c) What is personality? - the sum total of who you are physically, mentally and emotionally	

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
	1. OUR ACTIONS AFFECT OTHERS a) How can actions affect others? - teasing; whispering; smiling; listening; fighting; yelling 2. SHOWING RESPECT FOR OTHERS a) How should we respect others? - feelings (understanding others' feelings) - rights (giving others a chance to speak) - property (returning borrowed items) 3. RESPONSIBILITY FOR ACTIONS a) How do we show responsibility for our actions? - remember each experience is a growing one - take pride in actions - admit "I DID IT" and why	

THEME II:

RELATING TO OTHERS

SUB-THEMES:

A. PEERS
B. SCHOOL

SUB-THEME(S) A. PEERS

Instructional Objectives	Content	Learning Resources
	1. FRIENDSHIP a) What is a friend? - person who makes us happy - person we are proud to be with in all situations - person who is truthful, honest, sincere - person who likes what we like - person who accepts us for what we are	FILMSTRIPS: (R) - People Need People "Our Friends"
	2. NEED FOR FRIENDS a) Why do we need friends? - provide companionship; talk to; play with; listen to problems; supportive; provide lifetime relationships	
	3. COURTESY IN FRIENDSHIPS a) How do we show courtesy in friendships? - respect property; respect feelings; respect rights	
	4. SIBLINGS AS FRIENDS a) What are some other friendships? - brothers; sisters	FILMSTRIPS: (R) - People Need People "Grownups We Know"
	5. MAKING FRIENDS a) How do we make friends? - get involved in many activities; be a good listener; show concern for others; be cooperative; share; show a positive attitude; be forgiving; be oneself	PRESCRIBED TEXT: - Keeping Healthy Chapter ?

SUB-THEME(S) A. PEERS; B. SCHOOL

Instructional Objectives	Content	Learning Resources
	5. b) How do we keep friends? - respect for others' property, rights and feelings - being sincere and honest - being oneself 1. WORTH OF OTHERS a) What should I remember about new students? - lack friends; are unsure of the situation; lack confidence; feel lonely; 2. EFFECT OF CLASS BEHAVIOUR a) Who does our behaviour affect? - the whole class; the school climate; the lessons; the teacher 3. RESPONSIBILITY FOR ONE'S OWN BEHAVIOUR a) How is acceptance of responsibility for one's own behaviour shown? - taking others' feelings into consideration before acting - accepting the consequences of actions 4. BEHAVIOURAL CHANGE a) How can behaviour be changed? - by asking others for help - by setting short and long term goals - by working on short term goals - by constantly checking for improvements	

SUB-THEME(S) B. SCHOOL

Instructional Objectives	Content	Learning Resources
	5. PRIDE IN SCHOOL a) Why is the school a good place to be? - learning situations; friendships; experiences; growth in abilities; lasting memories 6. SCHOOL ACCOMPLISHMENTS a) What contributes to my pride in my school? - hall cleanliness - classroom cleanliness - special events - cleanliness of grounds - school awards (safety) - team awards - individual awards	

THEME III :

LIFE CAREERS

SUB-THEMES:

A. SELF UNDERSTANDING
B. LIFE CAREERS
C. CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Instructional Objectives

Content

1. RESPECT FOR SELF

   a) Why should we show respect for self?

      - unique person; value to family, school and community; things done well; strengths

2. SELF CONCEPT

   a) What external forces determine self-worth?

      - friends; parents; teachers; classmates; church and community; neighbours

   b) What internal forces determine self-worth?

      - strengths; physical abilities; confidence; intelligence; mental attitude

3. ONGOING CHANGES

   a) In what ways are you and your classmates constantly changing?

      - physically; socially; emotionally; intellectually

1. TYPES OF EMOTIONS

   a) What are some types of emotions?

      - fear; anxiety; love; anger; depression; guilt; joy

Learning Resources

PRINT: (R)*

- The Hole in the Fence

- Magic Circle Human Development Program

Note: Magic Circle is useful for all of Themes I, II and III. Teachers must have inservice before using Magic Circle.

PRESCRIBED TEXT:

- You and Your Health Chapter 1

Additional useful resources are listed in the Appendix as Supplementary Resources.

*(R) - Recommended Resources.

SUB-THEME(S) B. FEELINGS; C. PERSONALITY

Instructional Objectives	Content	Learning Resources
	2. EXPRESSION OF EMOTIONS VARIES a) What are some ways to express emotions? - crying; laughing; singing; dancing; running; teasing; bullying; boasting 3. RESPONSIBILITY FOR EMOTIONAL EXPRESSION a) What should we consider when expressing emotions? - consideration for others; consideration of self; time and place; result makes you happier; result makes others happier 1. GOOD AND BAD TRAITS a) What are some good traits? - consideration for others; respectful treatment of others; honesty with yourself and others; positive attitude b) What are some bad traits? - actions that bring unhappiness to us and others; disrespect to others; resentment of others; jealousy of others; negative attitude c) What is personality? - the sum total of who you are physically, mentally and emotionally	

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
	1. OUR ACTIONS AFFECT OTHERS a) How can actions affect others? - teasing; whispering; smiling; listening; fighting; yelling 2. SHOWING RESPECT FOR OTHERS a) How should we respect others? - feelings (understanding others' feelings) - rights (giving others a chance to speak) - property (returning borrowed items) 3. RESPONSIBILITY FOR ACTIONS a) How do we show responsibility for our actions? - remember each experience is a growing one - take pride in actions - admit "I DID IT" and why	

THEME II:

RELATING TO OTHERS

SUB-THEMES:

A. PEERS
B. SCHOOL

SUB-THEME(S) A. PEERS

Instructional Objectives	Content	Learning Resources
A. FRIENDSHIP 1. Understands what a good friend is. 2. Lists the qualities of good friends. 3. Lists the qualities of courtesy in friendships. 4. Lists the qualities of siblings as friends. 5. Lists how to make and keep friends.	1. FRIENDSHIP a) What is a friend? - person who makes us happy - person we are proud to be with in all situations - person who is truthful, honest, sincere - person who likes what we like - person who accepts us for what we are 2. NEED FOR FRIENDS a) Why do we need friends? - provide companionship; talk to; play with; listen to problems; supportive; provide lifetime relationships 3. COURTESY IN FRIENDSHIPS a) How do we show courtesy in friendships? - respect property; respect feelings; respect rights 4. SIBLINGS AS FRIENDS a) What are some other friendships? - brothers; sisters 5. MAKING FRIENDS a) How do we make friends? - get involved in many activities; be a good listener; show concern for others; be cooperative; share; show a positive attitude; be forgiving; be oneself	FILMSTRIPS: (R) - People Need People "Our Friends" FILMSTRIPS: (R) - People Need People "Grownups We Know" PRESCRIBED TEXT: - Keeping Healthy Chapter 7

SUB-THEME(S) A. PEERS; B. SCHOOL

Instructional Objectives	Content	Learning Resources
	5. b) How do we keep friends? - respect for others' property, rights and feelings - being sincere and honest - being oneself 1. WORTH OF OTHERS a) What should I remember about new students? - lack friends; are unsure of the situation; lack confidence; feel lonely; 2. EFFECT OF CLASS BEHAVIOUR a) Who does our behaviour affect? - the whole class; the school climate; the lessons; the teacher 3. RESPONSIBILITY FOR ONE'S OWN BEHAVIOUR a) How is acceptance of responsibility for one's own behaviour shown? - taking others' feelings into consideration before acting - accepting the consequences of actions 4. BEHAVIOURAL CHANGE a) How can behaviour be changed? - by asking others for help - by setting short and long term goals - by working on short term goals - by constantly checking for improvements	

SUB-THEME(S) B. SCHOOL

Instructional Objectives	Content	Learning Resources
	5. PRIDE IN SCHOOL a) Why is the school a good place to be? - learning situations; friendships; experiences; growth in abilities; lasting memories 6. SCHOOL ACCOMPLISHMENTS a) What contributes to my pride in my school? - hall cleanliness - classroom cleanliness - special events - cleanliness of grounds - school awards (safety) - team awards - individual awards	

THEME III:

LIFE CAREERS

SUB-THEMES:

A. SELF UNDERSTANDING
B. LIFE CAREERS
C. CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	8. SPECIALIZED DENTAL CARE a) What are some signs of possible dental problems needing special care? - swollen jaws - poor oral habits such as finger or thumb sucking beyond the age of three to five years - toothache - dental plaque (soft deposits) - dental calculus (hard deposits) - bleeding gums - black or brown area or cavity on the top or at the side of the tooth crown - missing teeth - unusual position of teeth - chewing on only one side of the mouth - loose teeth b) What are some preventive activities performed by dental professionals? - Teaching patients how to look after their own teeth and gums to keep them healthy. This is the most important role of all because people must accept the responsibility for their own dental health. - Removing hard deposits from the teeth (prophylaxis or scaling). If through neglect, dental plaque is left on some tooth surfaces for a long time, it hardens to form calculus. Once hardened calculus is formed it is not possible to remove it with the toothbrush or dental floss. This calculus, even when not visible, contributes to inflammation of the (gums) and for many people, including some children, it must be removed by the dentist or dental hygienist. The rate of calculus formation can be reduced by careful, daily home care.	PRESCRIBED TEXT: - Keeping Healthy p.p. 120-126

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	8. b) - Putting a fluoride solution or gel on the teeth to reduce tooth decay. This includes putting fluoride on the teeth during a dental visit. - Putting a sealant on the tops of the teeth. Children's molar teeth normally have small pits and fissures or grooves on their chewing surfaces. These pits and fissures harbour bacteria and are prone to decay. In order to prevent such decay from occurring, dentists, dental professionals are able to place a plastic sealant or protective coating over those areas likely to decay. c) <u>What are some types of dental treatment provided by the dentist</u>? - Fillings for decayed teeth. The dentist finds and fills cavities. Special instruments are used to locate cavities. Sometimes it is necessary to take x-ray pictures to find cavities which would otherwise be hidden. The decayed part of the tooth is cut out with a drill. When the cavity is thoroughly cleaned, a filling material is placed in the cavity. This is called a filling or restoration. The filling is then carved and polished to the shape of the natural tooth so that chewing and cleaning will be as easy as possible. Fillings for children's teeth are usually made of an amalgam compound of silver and several other metals. A tooth-coloured material is used in front teeth. In certain circumstances, stainless steel crowns may be used to restore badly-decayed primary teeth or accidentally-fractured permanent teeth. If decayed teeth are not restored early enough, the decay will advance to the pulp and an abscess may form at the end of the root.	

SUB-THEME(S) A. BODY DEVELOPMENT; B. NUTRITION

Instructional Objectives	Content	Learning Resources
	8. c) - Root Canal If the tooth is badly decayed, the diseased pulp (nerve and blood supply) will have to be treated before the tooth can be restored. This treatment is called pulp (root) canal therapy (endodontic treatment). - Straightening of teeth (orthodontic treatment) Over the centuries mankind has developed a smaller jaw in which to hold the teeth. This evolution appears to have developed from the change in diet from the coarse foods of the caveman days to the refined foods of modern man. The smaller jaw results in an overcrowding of the teeth in some people. Reasonably straight and evenly-spaced teeth are important for effective functioning and for an attractive appearance. The dentist can often correct crowded and irregularly-spaced teeth. This is called orthodontic treatment (bands, braces, orthodontic appliances and sometimes the extraction of a few teeth).	
	1. NUTRITIOUS FOODS a) <u>What is nutritious food?</u> - supplies essential substances to the body that allow us to grow and give us energy to work, play, and maintain health	<u>PRINT</u>: (R) - <u>Canada's Food Guide</u> (Available from Health and Welfare, Canada)

SUB-THEME(S) B. NUTRITION

Instructional Objectives	Content	Learning Resources
[illegible]	2. CLASSIFICATION OF FOODS a) How can foods be classified or grouped? - nutritious foods are usually grouped into four categories (based on nutrient content). This is the basis of Canada's Food Guide. i. Breads and Cereals ii. Milk and Milk Products iii. Fruit and Vegetables iv. Meat and Alternates b) Food may contain items from more than one of the food groups and are often referred to as "combination foods", e.g. sandwiches, pizza, stew. c) Any foods that cannot be classified (by virtue of their nutrient content) into any one of the four food groups, as outlined in Canada's Food Guide, are called "extras" e.g. cake. 3. FUNCTIONS OF FOODS a) What are the functions of food? i. Breads and Cereals - give us energy. ii. Fruits and Vegetables - provide health protection. iii. Milk and Milk Products - body builder (bones and teeth). iv. Meat and Alternates - body builder (muscles and tissues).	PRESCRIBED TEXT: - Keeping Healthy Chapter 6. FILM: (R) - Why Did You Eat That? (Order from your school film film library or ACCESS)
[illegible] [illegible] [illegible] 4. Identify food requirements.	4. ACTUAL DAILY REQUIREMENTS a) How much food from each food group should be eaten? - Canada's Food Guide gives this information - it is important to eat something from each food group at most meals	

Instructional Objectives	Content	Learning Resources
	b) How many servings from each food group should an average Grade 4 student have in one day? i. Breads and Cereals 3-5 servings (one serving is one slice of bread or 1/2 - 3/4 cup of cooked macaroni, rice, spaghetti). ii. Fruits and Vegetables 4-5 servings (one serving is 1/2 cup vegetables or fruit or juice). iii. Meat and Alternates 2 servings (one serving is 2 eggs, 2-3 oz. lean meat, poultry, fish). iv. Milk and Milk Products 2-3 servings (one serving is 1 cup milk, yogurt, cottage cheese or 1 1/2 oz. cheese). 5. PLANNING A BALANCED BREAKFAST a) Why is it important to eat a balanced breakfast? - daily food intake must be distributed throughout the day - we must "break" the fast b) Why are nutritious snacks important? - nutritious snacks complete the energy requirements of Canada's Food Guide	

SUB-THEME(S) B. NUTRITION; C. GROWING UP HEALTHY

Instructional Objectives	Content	Learning Resources
	6. CHOOSING FOODS a) When could we eat foods that are classified as "extras"? - when the daily requirements for Canada's Food Guide have been fulfilled and additional intake of sugars and/or fats would not be harmful b) What should you do to have a balanced breakfast? - get up a little earlier - help plan and prepare breakfast	GAME: (R) - Up With Nutrition
	1. PERSONAL FITNESS ATTITUDE a) What are some of the important components which contribute to good health? - exercise; rest; adequate sleep; weight control; nutrition; daily vitality; positive outlook on life	FILMSTRIPS: (R) - Your Healthy Body "Keeping Fit" PRESCRIBED TEXTS: - Keeping Healthy p.p. 200-217. - You and Your Health Chapters 4 and 5
	2. ELEMENTS OF GOOD POSTURE a) What are good posture techniques? - head erect; chest forward; shoulders back slightly; arms hang at sides; stomach in; feet flat - weight on balls of feet	
3. Learns the importance of good posture and its physical and social effects.	3. IMPORTANCE OF GOOD POSTURE a) What are the social effects of good posture? - reflects mental attitude; air of confidence; clothes fit better; appear physically fit	

Instructional Objectives	Content	Learning Resources
	3. b) What are the physical effects of good posture? - body alertness; better body coordination 4. How do we avoid postural disorders? - sway backs - should hold tummy in - slumping chests - hold shoulders back - poor distribution of weight - can be corrected by head up and chin up 5. SKIN, HAIR, NAILS a) What is the structure of skin, hair, and nails? Skin - epidermis (top layer) - dermis (inner surface) Hair - root; shaft Nails - hardened skin cells b) What is the function of skin, hair, nails? Skin - gives off perspiration - regulates body temperature - contains blood vessels, nerves, sweat glands - protective cover Hair - provides warmth; protects skin; responds to touch Nails - scratching 6. HAIR WASHING a) When and how do we wash hair? - when hair is oily; shampoo; proper rinsing	FILMSTRIP: (R) - Your Healthy Body "Your Skin"

GRADE 4 **THEME:** IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) C. GROWING UP HEALTHY; D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	7. NAIL CARE a) How do we care for fingernails/toenails? - use emery board for shaping; use scissors to trim edges to round for fingernails and straight across for toenails; clean with nail brush; watch for ingrown toenails 8. EFFECTS OF NUTRITION ON APPEARANCE a) How does nutrition affect skin, hair and nails? Hair - growth, texture, shine Skin - texture, type (dry, oily) Nails - growth, texture, brittleness, softness, spotty appearance	
	1. COMMUNICABLE AND NONCOMMUNICABLE DISEASES a) What are communicable diseases? - a disease caused by a specific infectious micro-organism or by its poisonous products, that has invaded a human being - many are spread from person to person or via such agents as plants or animals b) How do we prevent communicable diseases? - washing (cleanliness); immunization; covering mouth when coughing	KIT: (R) - Canadian Cancer Society "Smoking and Health Kit for Grades 4-6" (Includes transparencies of lungs, posters, slide-rule game of questions and answers, etc.)

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	1. c) What are non-communicable diseases? - diseases caused by: - life style; environment; heredity; poor nutrition; smoking; lack of exercise; alcohol; sunshine; infections d) How do we prevent non-communicable diseases? - changing life styles; changes in environemnt; learning more about heredity factors; research into new preventions	PRESCRIBED TEXTS: - You and Your Health - Keeping Healthy Chapter 5
	2. CAUSES OF DISEASE a) What causes disease? - system malfunctions; germs (bacteria, viruses, toxicity (poisons)); lifestyle risk factors (i.e. smoking, high alcohol consumption, high fat consumption, hypertension etc.)	PRESCRIBED TEXTS: - You and Your Health Chapters 2 and 6. - Keeping Healthy p.p. 94.
	3. DRUGS - EFFECTS AND USE a) What are prescription drugs? - doctor's diagnosis as treatment for illness b) What are non-prescription drugs? - personal remedy; not always needed to improve health; sometimes associated with personal pleasure	

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	4. TYPES OF DRUGS a) What are some types of prescription drugs? - antibiotics - penicillin; pain killers b) What are the types of non-prescription drugs? - aspirin; inhalants; alcohol; caffeine; tobacco; cough syrup; vitamins 5. WHY PEOPLE USE DRUGS a) What are some of the reasons why people use drugs? - need to feel different; unhappiness; curiosity; conformity; examples set by older children and adults; peer group pressure b) What influences the effects of drugs? - dose; tolerance; individual make-up; interactions with other drugs; setting (atmosphere environment) 6. CAFFEINE - EFFECTS AND USE a) What products contain caffeine? - tea; coffee; soft drinks; analgesics b) What are the effects of caffeine? - is a stimulant; increases blood circulation; increases nervousness; can cause loss of sleep; may lead to headaches; may lead to digestive disturbances	PRESCRIBED TEXT: - Keeping Healthy Chapter 8, and p.p. 173-183. PRINT: (R) - Caffeine: Coffee, Tea, and Me; Drugs of Abuse

SUB-THEME(S) E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
F. SAFETY [illegible] 1. [illegible] and [illegible] 2. [illegible] 3. [illegible]	1. PEDESTRIAN SAFETY a) What are important pedestrian rules? - wear reflective clothing at night; walk facing traffic; use sidewalks; cross at street lights; use marked intersections; avoid jaywalking; avoid walking on train tracks; observe and obey traffic signs and signals; be careful when environmental conditions are hazardous 2. SAFETY PROCEDURES AT HOME AND AT SCHOOL a) What are some safety procedures for home and school? - safe use of matches and cleaning fluids - fire and safety regulations - safe use of electrical outlets - care when using sharp tools b) What safety equipment could be used? - helmets; life jackets; mouth guards 3. COURTESY a) What are some safety rules for riding on a bus, subway, train, or plane? - wait on sidewalk, not on roadway; have ticket or pass ready; wait for people to dismount before boarding; avoid pushing; avoid rough play; keep arms inside (bus); don't throw objects out b) What are some safety rules for riding in a car? - seat belts; courtesy to driver; appropriate car activities	PRESCRIBED TEXTS: - You and Your Health - Keeping Healthy Chapter 4

SUB-THEME(S) E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
	4. RECREATION SAFETY a) What are some playground and park safety rules? - being cautious of strangers and animals - appropriate safety behaviour - appropriate use of equipment - retrieving balls safely from traffic areas b) What are some water safety rules? - lifeguard on duty or adult supervision; swim with a friend; no horseplay; take swimming lessons 5. BICYCLE SAFETY a) What are some bicycle safety rules? - keep bicycle in good working condition (brakes, steering) - use handsignals - follow traffic rules - know where to ride bicycles - give special care to riding on highways - use reflector tape - be aware of hazards - ride single file were necessary - be alert to other pedestrians, cars, cyclists 6. BASIC FIRST AID AND LIFE SAVING a) What are some emergency situations? - stopping breathing; poisoning; burns; bleeding; choking; falling; frostbite; sunburn	

Instructional Objectives	Content	Learning Resources
	6. b) What are some emergency procedures? Seek immediate help if possible: - sunburn - get out of the sun; cool skin with water - cuts - clean areas with antiseptics; bandage - choking - blows to the upper back with the heal of one's hand; if this does not work then use Heimlich Maneouver - (bear hug) - stand behind victim; wrap arms around waists, make a fist and grasp with other hand, press upward forcefully and quickly on stomach area below ribs and above navel - poisoning - call nearest poison control centre or hospital emergency for advice, check label for emergency instructions and keep the bottle to bring to the hospital - frostbite - warm water on area, if conscious give person warm liquids, to avoid further tissue damage do not massage affected area - burns - cold water - bleeding - clean wound with water, apply bandage with clean dressing, direct pressure on wound, elevate - nosebleeds - sit down, tilt head slightly forward, pinch nose, hold for 10 minutes to allow clot to form, if bleeding persists seek medical attention. c) What should be done when breathing stops? - apply artificial respiration by doing the following: - lie person down on back; clear mouth; tilt head back (put towel under neck so mouth opens by itself) pinch nose; put mouth over victim's; blow in air until chest rises; release nostrils; air escapes; chest falls	

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

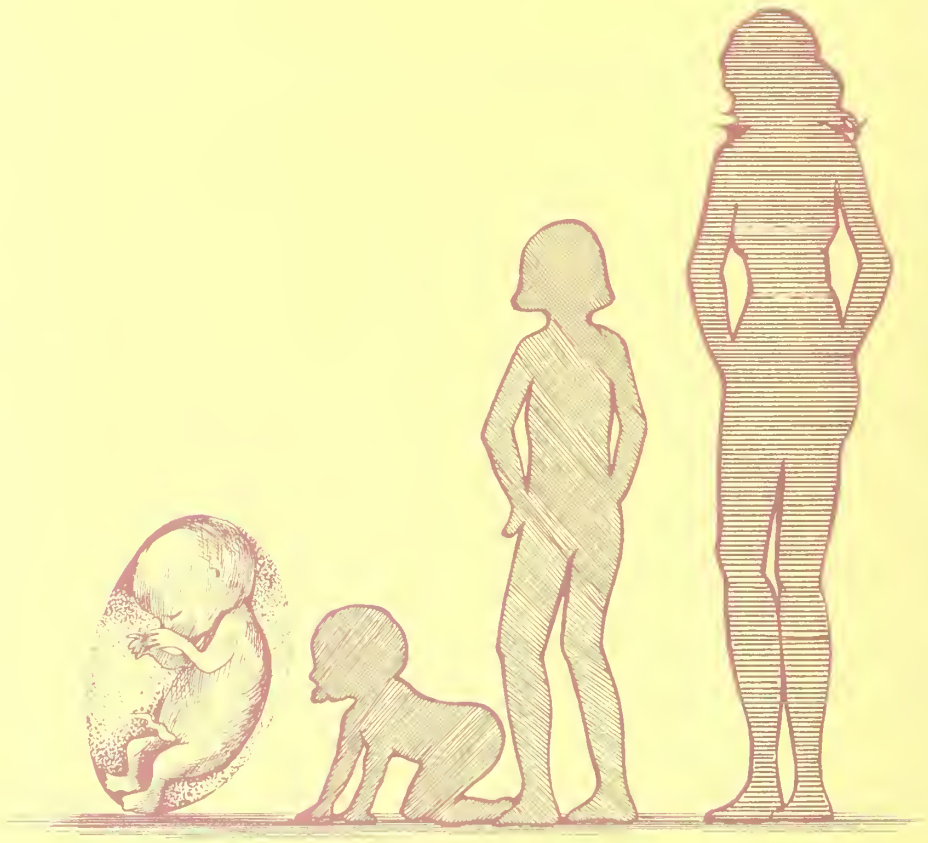
Instructional Objectives	Content	Learning Resources
[illegible]	1. PRIMARY SUPPORT SYSTEMS a) What are the reasons for primary support systems? - daily stress and problems related to: - school - friends - home - personal inadequacies b) What type of systems are available? - your own judgement; parents; teachers; school counsellors; school nurse; medical doctor; religious advisors; friends; classmates; club leaders c) How do we use the support systems? - decide if you can do it alone or if you want help decide who can help - make an appointment, or ask for time to talk with person - say what your problem is - tell what solutions you first tried on your own - listen to the helper's solution - help decide on a solution - remember what to do if it happens again - continue with follow-up talks as needed	PRESCRIBED TEXT: - Keeping Healthy Chapter 8
F. [illegible] 1. Recognizes that one must interact and relate with the total environment for one's own protection. (Elective)	RESPONSIBILITY TO PROTECT AND SAVE a) What responsibilities do humankind have towards the environment? - conserve water - conserve electricity - conserve heat - prevent littering - prevent air pollution - prevent noise pollution - restrict pesticides - restrict radiation	PRESCRIBED TEXTS: - You and Your Health Chapter 7 - Keeping Healthy Chapter 7

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
	b) How should people save energy and reduce waste? - put out all camp fires - switch off lights when not in use - watch for dripping faucets - be conscious of recycling products - avoid excess consumption of products c) How do we dispose of waste? - use garbage cans, bags and receptacles - at home - playgrounds - in streets - on highways - in cars - in public transportation - in movies - at parks 7. CLEAN PLAYGROUNDS a) Why should we keep playgrounds clean? - develop personal pride - eliminate accident and health hazards	

THEME V:

HUMAN SEXUALITY



SUB-THEMES:

A. PUBERTY
B. REPRODUCTION

GETTING STARTED IN EDUCATION FOR SEXUALITY

There's A New You Coming

Sexuality represents an area of study that remains controversial. The approach followed in this report recognizes that all students receive education about sexuality daily: from parents, peers, and the media. It is evident that our young people are confronted with an enormous array of confusing and conflicting information upon which they must make very important decisions concerning family living, sex roles and human sexuality.

With the onset of puberty and the difficult period of adolescence, students need information and an opportunity to process that information - to weigh it, clarify it in terms of their own values and those of their family.

It is important that the teacher feels confident and comfortable with the lesson. Students will immediately sense this. Just talking to another knowledgeable person prior to this lesson will help in using correct terms and feeling confident about the facts.

This unit should involve the home as much as possible. Parents should be aware of the materials covered - not just for information's sake, but in order that they may carry on the discussion at home (where the student's values originated).

Opportunity for students to "opt out" of this unit should be allowed but not expected.

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*************************************************
*                                               *
* I sent home newsletters throughout the year   *
* making parents aware of my lesson plans and my *
* thoughts to help communication between parents *
* and child about school activities.            *
*                              Teacher's Comment *
*                                               *
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Grouping Students

Whether lessons taught on the topic of sexuality should be presented to boys and girls together or in groups segregated by sex is a matter of opinion.

Keeping girls and boys together may help them to understand each other, and it retains the regular atmosphere of the classroom, whereas separating the sexes may give the topic an undue emphasis and secretiveness.

On the other hand, when pupils of the opposite sex are not present girls and boys may feel more comfortable about asking personal questions and more of their real concerns are expressed. The feelings of students should be taken into account and given utmost precedence when teaching sexuality.

In either event, information about the changes in both males and females should be presented to both boys and girls, at least to the extent of their interests.

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*************************************************
*                                               *
* I involved the Health Nurse in this lesson.   *
* We held a Parent Information Night prior to the *
* whole health program beginning to discuss all *
* aspects of the program, especially this unit. *
* Parents were asked to fill in permission slips *
* for their child to participate in this unit.  *
* I also informed them of my open-door policy.  *
* 100% of my students take the whole course.    *
*                              Teacher's Comment *
*                                               *
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T E A C H I N G S E X E D U C A T I O N

Our experiences in piloting human sexuality indicate that implementation is smoother and community acceptance is greater when the following conditions have been met prior to introducing the theme:

- Board approval;
- a parent information night to meet the teacher, and to review media and teaching concepts;
- parental permission sought for each child who will attend the classes.

We also recommend that you:

- invite the public health nurse and/or doctor well in advance to visit the class as a guest speaker;
- encourage parents to visit the classroom whenever they wish;
- discuss the lesson with another person to establish a feeling of comfort in using terms and concepts;
- decide upon grouping of students by sexes for certain portions of this unit (See Grade IV - Theme V for thoughts on grouping.)
- consider sending home a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions;
- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.

SUB-THEME(S) A. PUBERTY

Instructional Objectives	Content	Learning Resources
A. PUBERTY 1. understands the meaning of puberty.	1. GROWTH AND SEXUAL MATURITY a) What do we mean by the term puberty? Puberty is a time of rapid growth and sexual maturity. Puberty is the stage of growth during which the reproductive organs become functional. This stage is marked by external and internal changes in both sexes. No precise age limits can be set on this period of change but it usually extends from about ten to twenty-one years; boys usually twelve to seventeen and girls between ten and fourteen.	PRINT: (R) - Education For Sexuality: Concepts and Programs for Teaching (Teacher Resource)
[illegible]	2. a) What are the changes from childhood to adulthood? - rapid growth - changes in body size and weight, facial features - increased maturity in thinking, making decisions, and taking action - home, school, society, have different roles	
[illegible]	3. a) What can girls expect? - growth spurts - voice changes - hair grows under arms and around pubic areas - breasts develop - hip development - menstruation begins - acne may appear - emotional changes	FILMSTRIP: (R) - Growing Into Womanhood Growing Into Manhood "Physical Growth", Part 1

SUB-THEME(S) A. PUBERTY; B. REPRODUCTION

Instructional Objectives	Content	Learning Resources
	3. b) What can boys expect? - growth spurts - voice change - hair under arms and around pubic area, and face - acne - broader shoulders - emotional changes 4. a) What are the growth variations? - girls generally mature more quickly than boys (1-2 years earlier) - the onset of maturity varies greatly within each sex 1. FERTILIZATION AND BIRTH a) What roles do parents have in reproduction? - father: sperm - mother: egg cell b) What is fertilization? - sperm and egg meet - new life begins c) What is the human embryo? - begins from a single cell (1 cell from the mother, 1 cell from the father) - lives in the uterus of the mother - baby born after nine months gestation	FILMSTRIPS: (R) - Growing Into Womanhood/ Growing Into Manhood "Physical Growth", Part I

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care
- THEME V: Human Sexuality

GRADE 5

ENCONCEPTS

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Instructional Objectives	Content	Learning Resources
A. SELF-WORTH 1. Recognition and effects of "put-ups" and "put-downs" on the self and others.	1. "PUT-UPS" AND "PUT-DOWNS" ON SELF AND OTHERS a) What are the effects of "put-ups"? - positive results; self-image raised; self-confidence raised b) What are the effects of "put-downs"?	PRINT: (R) - Magic Circle Human Development Program Note: These materials are useful for all of Themes I, II, and III. Teachers must have inservice prior to using Magic Circle.
2. [illegible]	2. IMPROVING OURSELVES a) How can we improve strengths and weaknesses? - by first determining what our strengths and weaknesses are - by practising our strengths - by determining several methods to improve lesser developed skills and practising and reflecting upon these methods	
3. [illegible] 1. [illegible]	1. NEED TO EXPRESS FEELINGS a) Why do you need to express feelings? - to know and understand self - to help remove stress and frustration - to let other people understand how you feel	PRESCRIBED TEXT: - Growing Up Healthy Chapter 2 Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) B. FEELINGS; C. PERSONALITY

Instructional Objectives	Content	Learning Resources
	2. EXPRESSING FEELINGS a) How can feelings be expressed? - talking; participating in activities; crying; laughing; singing; running, jumping, walking 1. INFLUENCES OF HUMAN RELATIONSHIPS a) How is personality developed? - by friends - by relationships with parents, guardians, brothers, sisters, grandparents - by relationships at school - teachers, classmates 2. INFLUENCES OF SOCIAL AND PHYSICAL ENVIRONMENTS a) How does social environment influence personality? - activities you enjoy doing with others (home, school, community) make one feel good b) How does physical environment influence personality? - wholesomeness of surroundings - conduciveness towards positive actions - conduciveness towards privacy and feelings of contentment	VIDEOTAPES: (R) - Inside/Out "Can Do/Can't Do" "Strong Feelings" (Available from ACCESS)

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
	1. CONSEQUENCES OF OUR ACTIONS a) What are the positive consequences of our actions? - sense of accomplishment - reflecting and learning from the action - possibly keeps us from repeating the action (if results are negative) b) What are the negative consequences of our actions? - worry and stress on individual - possible loss of appetite - possible development of emotional problems 2. BUILDING AUTHENTIC RELATIONSHIPS a) What is honesty and reliability? - being truthful with yourself and others - being dependable - being responsible	VIDEOTAPES: (R) - Inside/Out "Can Do/Can't Do" "Brothers and Sisters" (Available from ACCESS)

THEME II:

RELATING TO OTHERS

SUB-THEMES:

A. PEERS
B. SCHOOL

SUB-THEME(S) A. PEERS; B. SCHOOL

Instructional Objectives	Content	Learning Resources
A. FRIENDSHIPS	1. DEVELOPING SKILLS FOR RELATIONSHIPS a) What skills are needed to promote good personal relationships? - keeping secrets - telling the truth - not gossiping - keeping promises - carrying out commitments - being a good listener 2. DISAGREEMENTS a) How does one deal with disagreements? - talk to the person about the concern - think over the situation - discover what went wrong - consult another person for help - agree to disagree - disagree with a person's ideas without disliking him/her	VIDEOTAPES: (R) - Bread and Butterflies "I Agree, You're Wrong" (Available from ACCESS) - Inside/Out "Bully" (Available from ACCESS) FILMSTRIP: (R) - Health: Decisions for Growth "Ways to Agree"
B. SCHOOL	1. SUPPORTING SCHOOL PEERS a) What differences do we have? - physical; cultural; racial; values; religion; mental b) What abilities do we have? - in sports; in school work; in crafts, music, art; personality; in hobbies	

SUB-THEME(S) B. SCHOOL

Instructional Objectives	Content	Learning Resources
	c) How can school classmates be supportive? - a team approach (work together for success) - school spirit (work together for enjoyment) 2. CHANGING EXPECTATIONS a) What are some changing expectations of grown-ups? - student behaviour - responsibility - learning - personal relationships	

THEME III:

LIFE CAREERS

SUB-THEMES:

A. SELF UNDERSTANDING
B. LIFE CAREERS
C. CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. SELF-UNDERSTANDING; B. LIFE CAREERS

Instructional Objectives	Content	Learning Resources
A. [illegible] [illegible] B. [illegible] [illegible]. . [illegible] the quality [illegible], and [illegible] and employee [illegible] and student, [illegible] responsibility to each other.	1. ACTIVITIES AND INTERESTS a) Why do we have activities and interests? - produce a feeling of achievement - often chosen on the basis of skills and interests - sometimes are related to occupations 1. COOPERATION AMONG WORKERS a) Why is cooperation important? - task completion is easier - work becomes more enjoyable - we learn from each other 2. QUALITY OF WORK a) What can you do for your home, school and community? - do best job possible; be dependable; be trustworthy and honest b) What is a teacher-student relationship? - same as employee-employer - students have a responsibility to do the best job possible - teachers have the same responsibility	PRINT: (R) - The Magic Circle Human Development Program (Level Y Manual) Note: Teachers must have inservice prior to using Magic Circle. Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Instructional Objectives	Content	Learning Resources
B. COMMUNITY, HOME AND SCHOOL TRENDS	3. CONTRIBUTING FACTORS TO LIFE STYLE a) What are the contributing factors? - income; culture; value system; occupation; living environment; interests 4. LIFE STYLES IN THE COMMUNITY a) To what are life styles related? - one's occupation and income - one's religious and value system - one's heritage and culture - one's family life - one's education - one's special skills and abilities - one's interests	VIDEOTAPES: (R) - Bread and Butterflies "The Way We Live" (Order from ACCESS) - Inside/Out "Jeff's Company" (Order from ACCESS)
	1. PREPARATION FOR THE NEXT GRADE a) How is school like a job? - need skills to do work; teacher or boss sets tasks; individual responsibility; evaluation of task performance; promotion based on performance b) What are some responsibilities of Grade 6 students? - educationally: daily work, homework, studying - socially: behaviour models for younger students - school: patrols, referees, scheduled jobs such as raising flag	PRINT: (R) - Bread and Butterflies "Career Book" (has a workbook-format for reading/writing/talking activities, coordinated with the videotapes; order from ACCESS)

THEME IV:

BODY KNOWLEDGE AND CARE

SUB-THEMES:

A. BODY DEVELOPMENT
B. NUTRITION
C. GROWING UP HEALTHY
D. DISEASES AND DRUGS
E. SAFETY AND FIRST AID
F. PROTECTING PEOPLE'S HEALTH

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	1. VARIATIONS OF GROWTH a) What causes variations in growth rates? - Between boys and girls: - gender - Between individuals: - variations due to: - heredity; environment; hormones 2. GROWTH AT PUBERTY a) What causes growth spurts? - the pituitary gland (at base of the brain) - which sends hormones to signal the beginning of puberty - controls all of endocrine system 3. THE CARDIORESPIRATORY SYSTEM a) What is the purpose and importance of the cardio-respiratory system? - delivers air (respiratory system) and food (circulatory system) to all parts of the body - consists of two main body organs (heart and lungs)	PRESCRIBED TEXT: - Growing Up Healthy Chapter 3 FILMSTRIPS: - The Human Body Part I "Supplying the Body: The Respiratory and Digestive Systems" "Supplies in Use: Cells and the Circulatory System" "Respiratory System and Digestive System" Additional resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	3. b) What is the operation and structure of the respiratory system? - oxygen travels to lungs - oxygen goes from lungs into blood system - blood and oxygen pumped back to heart from lungs - oxygenated blood pumped from heart to rest of body - blood also picks up glucose from the digestive system to transport to all body cells. (Glucose is the fuel that drives the body) - blood contains white blood cells to fight infections, and red blood cells to transport oxygen c) What is the operation and structure of the circulatory system? - the heart is a four-chambered double pump - as the heart beats, the contractions of the thick muscle wall (myocardium) of the heart echo through 60,000 miles of blood vessels. - the heart rests for only a fraction of a second between beats - the normal adult circulatory system contains about 8 pints of blood, which is recirculated continuously through the body - the circulatory system is a complex arrangement of vessels - arteries and arterioles (small arteries), capillaries (minute blood vessels) and veins and venules (small veins) - they branch out from one to another to distribute oxygenated blood to every cell in the body and carry off wastes - the heart has two pumping stations. The right heart pump receives the blood after it has delivered nutrients and oxygen to the body tissues, then starts it on its journey to the lungs - the lungs cleanse the blood of waste gas (carbon dioxide) and provide it with a fresh supply of oxygen	PRESCRIBED TEXTS: - You and Your Health Chapter 5 - Growing Up Healthy Chapter 6, and p.p. 122-128. PRESCRIBED TEXT: - Growing Up Healthy Chapter 7, and p.p. 139-150.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	3. c) - the left heart receives the "recycled" blood from the lungs and pumps it through the circulatory system to its eventual return to the right heart d) How do you maintain a healthy heart and lungs? - avoid smoking and being in locations where people smoke - avoid pollution from cars, coal mines - get regular exercise (keep lungs and heart healthy, keep from being obese) - eat sensibly (maintaining a well working body) 4. THE REPRODUCTIVE SYSTEM a) What is the purpose of the reproductive system? - sperm cell (from father) and egg cell (from mother) join to reproduce human life b) What is the structure of the male reproductive system? - sperm cells made and stored in the testicles - sperm cells discharge when male ejaculates c) What is the structure of the female system? - egg cells are stored in the two ovaries - if an egg cell and sperm cell meet, this new cell (the beginning of new life) embeds itself in the uterus - the fetus grows in uterus - birth occurs after nine months	PRESCRIBED TEXT: - Growing Up Healthy Chapter 7, and p.p. 150-161.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	5. DENTAL DECAY a) How does dental decay start? A film called dental or bacterial plaque accumulates in the pits and fissures in the teeth, near the gums and between the teeth where it is particularly difficult to remove. It is composed of dead and living bacteria and substances from the saliva. It is sticky and somewhat gelatinous. The bacteria are protected by the plaque. Sugars that are not cleaned from the mouth go into solution in the saliva and pass freely through the plaque. The sugars are utilized by the bacteria producing considerable quantities of acid. These acids dissolve tooth enamel, particularly in pits and fissures and between the teeth, where plaque is concentrated. This is the start of tooth decay. b) How does dental decay spread? Dental decay starts in the tooth enamel when acids dissolve some of the enamel. It moves into the dentin where it spreads very quickly. Unless treated, the decay will continue to spread deeper into the dentin, eventually reaching the pulp of the tooth. If neglected, dental decay causes inflammation and infection of the pulp may result in pain and leads to the formation of an abscess in the periodontal ligament and the bone around the root tip. At this point, the tooth will probably require pulp (root canal) treatment. If the tooth is not treated at this time, it will probably have to be extracted.	

SUB-THEME(S) A. BODY DEVELOPMENT; B. NUTRITION

Instructional Objectives	Content	Learning Resources
6. Learns the main causes and prevention of halitosis.	6. PREVENTION OF HALITOSIS a) What is halitosis? - bad breath b) What are some causes of halitosis? - plaque; eating certain foods; smoking; diseased teeth and gums; gastric disturbance; nervous conditions; coating on tongue, etc. c) How can we prevent it? - avoid smoking; see a dentist regularly for dental care; good rest and balanced diet; daily oral hygiene	
1. [illegible] 1. [illegible] [illegible] 2. [illegible]	1. INGREDIENTS IN FOODS a) How can ingredients be identified? - the ingredients are listed on package labels in descending order of proportion 2. USING CANADA'S FOOD GUIDE a) How can we know if we are eating properly? - keep a food diary and compare the daily intake with Canada's Food Guide intake recommendations b) How much is one serving? - see Canada's Food Guide	PRINT: (R) - Canada's Food Guide (Available from Health and Welfare, Canada) PRESCRIBED TEXT: - Growing Up Healthy Chapter 6, and p.p. 128-134.

SUB-THEME(S) B. NUTRITION

Instructional Objectives	Content	Learning Resources
2. PLANNING WHAT WE EAT 3. Plans a balanced meal. 5. Selects nutritious snacks. 4. Chooses food wisely.	3. WHY WE EAT BALANCED MEALS a) How can we balance foods within meals? - one food from each group - 3 or 4 food groups per meal 4. ENERGY OUT - ENERGY IN a) What should people eat who require more food? - increases consumption from all four food groups, some of it to be eaten as snacks - adds "extras" at meals, i.e. sauces b) Why do you sometimes still feel hungry? - each person differs: i) amount of daily activity ii) rate of growth iii) size of frame iv) age v) sex vi) poor meals c) How does a person control one's weight? - a balance must be established between the amount of food energy taken in and the amount of energy used up. Weight is lost or gained if there is an imbalance. d) Can nutritous foods be fun? - Halloween; Christmas; Easter, Valentine's Day	

SUB-THEME(S) C. GROWING UP HEALTHY; D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	1. CARDIOVASCULAR FITNESS a) What is cardiovascular fitness? - building a strong and efficient heart with a short recovery period following exertion b) What are the benefits of regular exercise? An increase in: - strength; flexibility; agility; endurance; cardiovascular fitness 2. EVALUATING FITNESS a) What are some methods to evaluate fitness? - step test; running on spot; Canadian Home Fitness Test; taking resting and working pulse rate 1. BODY DEFENCES a) What are the natural defences against infections? - tears (eyes); cilia (nose); saliva (mouth); stomach acid (stomach); white blood cells (liver); placelets (skin); build up immunity by contact with communicable disease b) What are the man-made defences against infections? - immunization - drugs (penicillir, sulfa drugs) - surgical techniques (removing diseased area)	FILMSTRIP: (R) - A Fitness Carol (Order from your local school film library)

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	2. BASIC HEALTH PRACTICES a) What are the basic practices to follow in protecting your body from disease? - proper sleep (at least 8 hours) - rest during the day as needed - bathing/showering regularly - washing hands before meals - immunization - appropriate clothing - balanced diet - regular exercise	PRESCRIBED TEXT: - You and Your Health Chapter 7
	3. HISTORY OF TOBACCO a) What is tobacco? - a substance containing nicotine tars and other organic compounds b) What is the history of tobacco? - first used in America - explorers saw Indians using tobacco - brought it back to Europe	
	4. EFFECTS OF TOBACCO a) What are the immediate effects of nicotine? - increases rate of heart beat; contracts blood vessels; increases blood pressure; reduces appetite; numbs taste buds; increases gastric secretions in the stomach; irritates oral cavity	PRESCRIBED TEXT: - Growing Up Healthy Chapters 5 and 9.

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	b) What are the long-term effects of smoking? - aggravates ulcers - lung cancer - chronic brochitis - emphysema - coronary heart disease - fetal effect if pregnant - increased number of colds and upper respiratory infections c) How does smoking affect others in the vicinity of the smoker? - smoke is inhaled by others as well which may produce nausea, cough and aggravate respiratory problems - the level of carbon monoxide is elevated in the blood of non-smokers sitting near smokers - the clothing, hair, etc. of non-smokers smells smokey when sitting near a smoker - babies born to smoking mothers sometimes have a lower birth weight than those born from non-smoking mothers - there is an increased risk of respiratory infection in children of smokers 5. SMOKING AND SPORTS a) What happens to endurance in sports if one smokes? - difficult to breath while running - more difficult to go longer distances 6. REASONS FOR SMOKING a) Why do students smoke? - lack of knowledge; peer pressure; rebellion; influence of smokers in one's family; mimicking adult behaviour; curiosity, experimentation; relieving anxiety	

SUB-THEME(S) E. SAFETY AND FIRST AID

Instructional Objectives

Content

1. PREVENTING ACCIDENTS

a) What are some ways to prevent accidents when using skate boards, roller skating and playing ice hockey?

- special equipment needed (e.g. mouth guards helmets, special padding)
- location (area free from traffic)

b) What are some farm safety rules?

- be cautious around machinery
- treat animals with respect
- avoid areas where chemicals and gases are stored
- approach old buildings with care

c) What are some work safety rules?

- proper use of tools
- lifting objects with care
- avoid power tools and unsupervised work areas
- always wear recommended safety clothing

2. FIRST AID PROCEDURES

a) What are some basic first aid procedures we should be familiar with?

- review ABC's of first aid
- review artificial respiration
- review procedures to control bleeding (details in Grade 4, Sub-theme Safety and First Aid)

Learning Resources

PRESCRIBED TEXTS:

- You and Your Health Chapter 7

- Growing Up Healthy

SUB-THEME(S) E. SAFETY AND FIRST AID; F. PROTECTING PEOPLE'S HEALTH

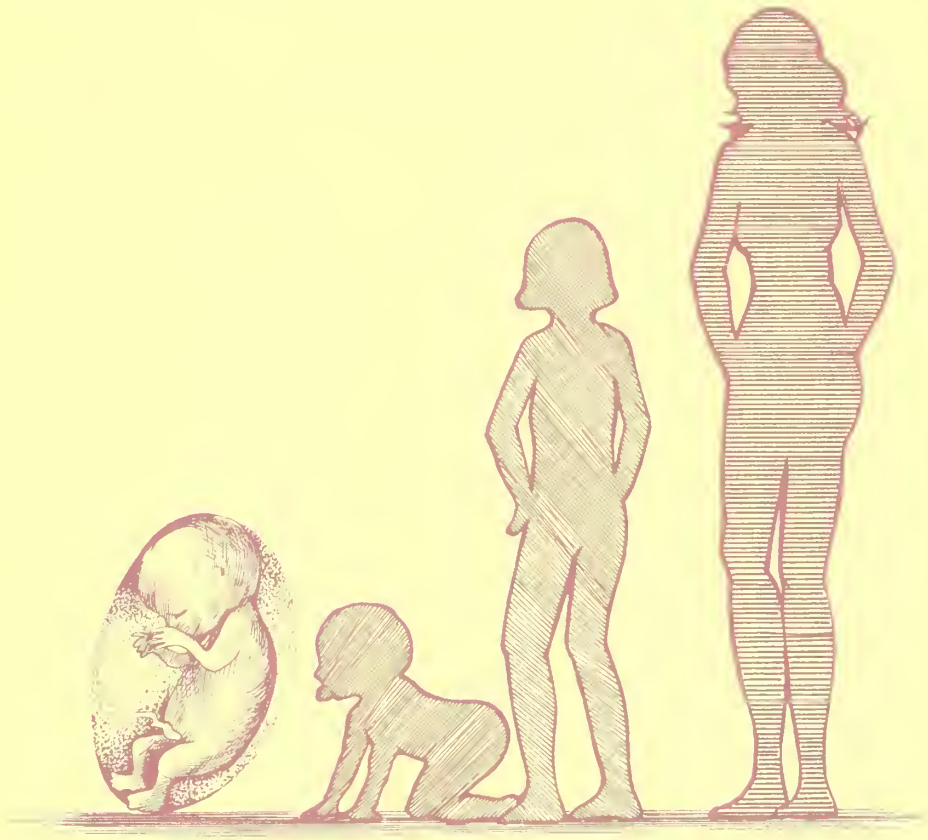
Instructional Objectives	Content	Learning Resources
	2. b) What should one do with a person who is unconscious but breathing? - maintain an open airway - ensure drainage of fluids (mucous, vomitus) from mouth by positioning in either semi-prone position or with head turned toward one side c) What is hypothermia? - hypothermia is general cooling of the whole body as a result of prolonged exposure to severe cold First aid for hypothermia victims: - keep victim moving and awake until shelter is reached - give hot drinks, if available - at shelter, wrap in warmed blankets or place in a warm room - if tub is available, put victim in water which is comfortable/warm to your elbow - if possible keep arms and legs out of water 1. SECONDARY SUPPORT SYSTEMS a) What systems are available in the community? - nurse; doctor; dentist; social worker; agencies - alcoholism and drugs, consumerism, mental health, family services, health unit; churches; school counsellors; local health unit: a team of community health nurses, nutritionists, health educators, dental personnel, speech and pathology personnel, environmental health officers, family planning workers, home care personnel offering services to improve the health of the community	PRESCRIBED TEXT: - Growing Up Healthy Chapter 8

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
	2. EFFECTS OF ADVERTISING a) What do food advertisements emphasize? - new products - fast food products - eye appealing products - sugar-filled products b) What do advertisements on life style products (tobacco, alcohol and drugs) emphasize? - products are associated with glamour - the concept - "if you are anybody, then you're a user" is used - "it makes you feel better" is stressed 3. IMPORTANCE OF CLEAN AIR AND WATER a) Why are clean air and water important? - health and survival of humankind - vegetation growth - animal survival - maintain a balance in nature 4. CONSERVATION a) Who should protect air and water? - all humankind should be involved - government agencies (federal and provincial) - youth clubs (Girl Guides, 4-H Clubs, Boy Scouts) - conservation agencies - (Forestry; Wildlife, Farmer Associations)	PRESCRIBED TEXT: - Growing Up Healthy p.p. 148-161, and p.p. 208-211.

THEME V:

HUMAN SEXUALITY



SUB-THEMES:

A. PUBERTY
B. REPRODUCTION

T E A C H I N G S E X E D U C A T I O N

Our experiences in piloting human sexuality indicate that implementation is smoother and community acceptance is greater when the following conditions have been met prior to introducing the theme:

- Board approval;
- a parent information night to meet the teacher, and to review media and teaching concepts;
- parental permission sought for each child who will attend the classes.

We also recommend that you:

- invite the public health nurse and/or doctor well in advance to visit the class as a guest speaker;
- encourage parents to visit the classroom whenever they wish;
- discuss the lesson with another person to establish a feeling of comfort in using terms and concepts;
- decide upon grouping of students by sexes for certain portions of this unit (See Grade IV - Theme V for thoughts on grouping.)
- consider sending home a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions;
- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.

SUB-THEME(S) A. PUBERTY

Instructional Objectives

A. PUBERTY

1. Understand that the menstrual cycle is a natural, important part of human reproduction and can be the cause of puberty in females.

2. Understand the reasons why puberty is normal, the product of and [illegible] of time, [illegible] for [illegible].

3. Understand [illegible] are given and level of development is normal.

Content

1. PUBERTY IN FEMALES

   a) What changes occur in girls at puberty?

   - natural process
   - onset of puberty for girls begins between 9-16 years
   - the ovary releases an egg cell
   - the egg cell travels through the fallopian tubes then to the uterus
   - if the egg is not fertilized by the sperm cell in fallopian tubes the egg is discharged from the body and in turn menstruation usually occurs
   - menstruation, or period, is a discharge of blood from the body due to the shedding of the uterus lining
   - menstruation lasts about 4-7 days
   - the cycle repeats itself every 28-32 days

2. PUBERTY IN MALES

   a) What changes occur in boys at puberty?

   - production of sperm cells begins; produced in the testes (two small sacs); mixes with semen (a milky substance); released through the penis during ejaculation; nocturnal emissions (wet dreams)

3. WHAT IS NORMAL

   a) What are the stages of development for boys and girls at puberty?

   - each has his or her own unique development pattern
   - varies within sexes
   - menstruation may begin between 10-16 years of age
   - boys begin their growth spurt between 12-14 years of age

Learning Resources

PRINT: (R)

- Education For Sexuality: Concepts and Programs For Teaching (Teacher Resource)
- It's Wonderful Being A Girl
- The Human Story

FILMSTRIPS: (R)

- Family Living and Sex Education Series B
- There's a New You Coming for Girls
- There's a New You Coming for Boys
- Naturally, a Girl

Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) B. REPRODUCTION

Instructional Objectives	Content	Learning Resources
	1. REPRODUCTIVE SYSTEM a) What are the parts of reproductive system? Female: - ovaries, egg cells; fallopian tubes which lead from the ovaries to the uterus; uterus, where a fertilized egg cell can grow into a new human being; vagina which leads from the uterus to the opening outside the body Male: - testicles where sperm cells are produced; scrotum - sac of skin containing two testes; penis - sperm and urine pass; semen - a white liquid containing sperm cells b) How does new life begin? - sexual intercourse; egg cell from the female meets the sperm cell from the male; the fertilized egg imbeds itself in the female uterus; grows for nine months; baby is born as muscles push it through the vaginal canal 2. MATURITY FOR REPRODUCTION a) What physical abilities are necessary? - both the female and male reproductive systems are physically mature (usually around the age of 12 or 13) b) What social-emotional readiness is necessary? - must be able to cope with responsibilities; care of child; financial aspects	FILMSTRIPS: (R) - Family Living and Sex Education Series B TRANSPARENCIES: (R) - Family Living and Sex Education PRINT: (R) - The Human Story

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care
- THEME V: Human Sexuality

GRADE 6

HEALTH CONCEPTS

THEME I :

SELF-AWARENESS AND ACCEPTANCE

SUB-THEMES:

A. FINDING YOURSELF
B. FEELINGS
C. PERSONALITY
D. RESPONSIBILITY TO THE WORLD

SUB-THEME(S) A. FINDING YOURSELF

Instructional Objectives	Content	Learning Resources
A. SELF-WORTH 1. Understand the importance of setting short and long-term goals for oneself. 2. Learn to promote their values.	1. FORMULATING GOALS a) What are short-term goals? - items within reach - leads to long range goals - the "now experience" for personal happiness b) What are long-term goals? - future plans; things you want to do in life 2. BASIC VALUES a) What are values? - ideas one supports and believes in - the right and wrong b) How can you identify your values? - observe what you choose freely - observe what you choose from alternatives - observe what you choose after weighing the consequences - observe what you prize and cherish - observe what you act upon - observe what you act upon repeatedly	VIDEOTAPE: (R)* - Bread And Butterflies "Planning Ahead" "The Race" (Available from ACCESS) PRESCRIBED TEXT: - You and Your Health Chapter 1 Additional useful resources are listed in the Appendix as Supplementary Resources. *(R) - Recommended Resource.

SUB-THEME(S) C. PERSONALITY; D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
	1. INHERITED AND ACQUIRED TRAITS a) What are inherited traits? - traits we are born with - resemble our parents, grandparents and ancestors b) What are acquired traits? - traits you develop - through life and learning experiences - traits acquired as a result of influences from our social and physical environments 1. GAME-PLAYING a) What is "game-playing" within self? - fooling yourself about reality and your beliefs (not being honest with yourself) b) What is "game-playing" with others? - not being entirely honest, sincere and open with parents, friends, teachers, brothers and sisters 2. MANAGING OF RESOURCES a) What are some personal resources? home - clothing - animals - possessions (toys, bicycle, sports equipment)	PRESCRIBED TEXT: - You and Your Health Chapter 3

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Instructional Objectives	Content	Learning Resources
	2. a) school - desk - books - projects community - sport and craft equipment - uniforms b) How do you handle financial resources? (money earned) - bartering; personal budgeting 3. PERSONAL AND SOCIAL CONSCIENCE a) What is meant by personal and social conscience? - your values, beliefs, life principles - they apply to how you live your own life and how you deal with others	VIDEOTAPE: (R) - Bread and Butterflies "Decisions, Decisions" (Available from ACCESS)
	4. DECISION-MAKING SKILLS a) What are the steps to decision-making? - state the problem - consider all possible alternatives - go through each alternative and consider it in relation to your: - needs - desires - lifestyle - conscience - standards at home, religion, school - advice of parents, teachers, other adults - your own beliefs and convictions - narrow down to one solution - be responsible for your decision (accept the consequences) - evaluate the solution	VIDEOTAPES: (R) - Trade-Offs "Choice" "We Decide "Malcome Decides" (Available from ACCESS)

THEME II:

RELATING TO OTHERS

SUB-THEMES:

A. PEERS
B. SCHOOL

SUB-THEME(S) A. PEERS

Instructional Objectives	Content	Learning Resources
A. FRIENDSHIPS 1. Develop friendships with both sexes.	1. FRIENDSHIPS WITH BOTH SEXES a) What qualities of friendship relate to both sexes? - trustworthiness - being yourself - honesty - concern for others - being a good listener - being supportive b) How do we develop friendships? - take part in school activities - joining community clubs - take an interest in others - by being yourself	PRESCRIBED TEXT: - You and Your Health Chapter 1 Additional useful resources are listed in the Appendix as Supplementary Resources.

THEME III :

LIFE CAREERS

SUB-THEMES:

A. SELF UNDERSTANDING
B. LIFE CAREERS
C. CAREER AWARENESS, PLANNING AND PREPARATION

SUB-THEME(S) A. SELF-UNDERSTANDING; B. LIFE CAREERS

Instructional Objectives	Content	Learning Resources
	1. PERSONAL AWARENESS a) What are my strengths? - interests: things one likes to do - abilities: things one does well - strengths: qualities that are perceived by others and yourself	VIDEOTAPES: (R) - Bread and Butterflies "Me, Myself and Maybe" (Available from ACCESS)
	1. OCCUPATIONS a) What are some ways of classifying jobs? - product-oriented; idea-oriented; people-oriented	VIDEOTAPE: (R) - Bread and Butterflies "Things, Ideas and People" (Available from ACCESS)
	2. KNOWLEDGE OF OCCUPATIONS a) Which of these occupations are related to your interests and abilities? - medical; dental; technical; educational; social; business	
	3. CHANGING OCCUPATIONS a) Why do individuals change occupations? - change in interests; change in abilities; change in values; change in living environment	VIDEOTAPE: (R) - Bread and Butterflies "Work Means" (Available from ACCESS)
	4. WHY PEOPLE WORK a) Why do people work? - personal satisfaction; a sense of achievement; financial reasons	

SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Instructional Objectives	Content	Learning Resources
	5. NON-TRADITIONAL ROLES a) What are some non-traditional roles? - men and women now have equal opportunities for jobs - male nurses - female doctors - female lawyers - male telephone operators - female mechanics, welders - male secretaries	VIDEOTAPE: (R) - Bread and Butterflies "Choosing Changes" (Available from ACCESS)
	1. SCHOOL HABITS AND THE WORLD OF WORK a) What are some habits developed in school? - promptness - perseverance - self-discipline - dependability - neatness - courtesy - co-operation - problem-solving	VIDEOTAPE: (R) - Bread and Butterflies "School and Jobs" (Available from ACCESS)
	b) What are some skills developed in school? - accuracy in arithmetic computation; good spelling; note-taking skills; outlining; library and research skills; knowledge about science; knowledge about other people and places	VIDEOTAPE: (R) - Bread and Butterflies "Treasure Hunt" (Available from ACCESS)
	c) How does one develop responsibility for mastering subject matter? - teaching oneself; asking for help; realizing that learning takes perseverance; planning ways to learn; helping others learn	

SUB-THEME(S) C. CAREER AWARENESS, PLANNING AND PREPARATION

Instructional Objectives	Content	Learning Resources
	1. d) How do you study? - keep a notebook of assignments - establish a time for study (part of weekly schedule) - establish a place to study (same place, away from distractions) - organize equipment (chair and writing surface, good light, pen) - make written summary notes as brief as possible: single words - "code" material that must be memorized, using mnemonic tricks - study with the book closed; try to recall - close eyes and try to visualize written summary notes 2. ORIENTATION FOR DIVISION III a) What are some student concerns? - handling the work load - making friends - learning new rules and procedures - being successful on tests - learning the building layout (not getting lost) - being accepted for a school team b) How does a junior high school operate? - registration procedures - rules - timetabling - subjects offered - option courses - extracurricular activities - reporting format	PRINT: (R) - Magic Circle Human Development Program (Level VI, Unit III Mastery: School p.p. 65-73.) Note: Teachers must have inservice prior to using Magic Circle.

THEME IV:

BODY KNOWLEDGE AND CARE

SUB-THEMES:

A. BODY DEVELOPMENT
B. NUTRITION
C. GROWING UP HEALTHY
D. DISEASES AND DRUGS
E. SAFETY AND FIRST AID
F. PROTECTING PEOPLE'S HEALTH

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	1. STAGES OF DEVELOPMENT a) What are the main stages? - pre-natal - infancy - childhood - pre-adolescence - adolescence - adult	
	2. THE SKELETAL SYSTEM a) What are the functions of the skeletal system? - provides framework to the body - protects vital internal organs - allows for movement to take place (joints) - interior of bones manufacture blood cells b) What is the structure of the skeletal system? - skull, vertical column, rib cage, pelvic girdle, extremities	FILMSTRIP: (R) - The Human Body II "Support and Movements: Bones and Muscles."
	3. THE MUSCULAR SYSTEM a) What are the functions of the muscular system? - gives the body tone - allows movement of body parts through muscle contraction (draws air into lungs, pumps blood, moves an arm, etc.) - propels food	Additional useful resources are listed in the Appendix as Supplementary Resources.

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	3. b) What is the structure of the muscular system? - skeletal muscles (voluntary) - cardiac muscle (involuntary) - visceral muscle (involuntary) - internal organs (stomach, intestines) - tendons (attached to muscles and bones)	
	4. a) What are some health problems associated with the skeletal and muscular systems? - bones can break due to accidents - muscle tear (strain) - ligament tear (sprain) - tendons can be cut (finger tendons) b) How can we prevent injuries? - avoid dangerous activities; improve fitness; improve flexibility; improve balance and coordination; always warm up before activities; always use proven equipment; wear protective equipment	
	5. THE NERVOUS SYSTEM a) What is the purpose of the nervous system? - enables man to react and adjust to various stimuli (heat, pressure, pain)	PRESCRIBED TEXTS: - You and Your Health Chapters 4 and 2 - Health For Living Chapter 5

SUB-THEME(S) A. BODY DEVELOPMENT

Instructional Objectives	Content	Learning Resources
	5. b) What is the structure and function of the nervous system? i) Central Nervous System - Components: brain, spinal cord Functions : controls voluntary muscles, sense organs and the mind ii) Autonomic Nervous System - Components: Sympathetic, Parasympathetic Functions : controls involuntary muscles and vital internal organs 6. What are some possible health problems of the nervous system? - injury (brain and spinal cord) -- may cause paralysis - birth defects -- may cause retardation, cerebral palsy, other disorders 7. THE ENDOCRINE SYSTEM a) What is the function of the endocrine system? - a system of glands and other structures that produce and secrete hormones into the circulatory system which influences metabolism and other body processes b) What are the parts of the endocrine system? Organs having endocrine function are: - the pituitary, thyroid, parathyroid and adrenal glands; the pineal body; the gonads; the pancreas; the paraganglia (pituitary gland regulates the quantity of hormones in each body system - it is located at base of brain)	FILMSTRIP: (R) - The Human Body, Part II "Messages and Controls: The Nervous and Endocrine Systems"

SUB-THEME(S) B. NUTRITION

Instructional Objectives	Content	Learning Resources
	1. NUTRIENTS IN FOODS a) What nutrients are found in foods? - carbohydrates - water - vitamins - protein - fats - minerals b) In which food groups are these leading nutrients found and what jobs can they do for us? - nutrients enable the body to perform all of its functions BREADS AND CEREALS Function: heat and energy Nutrients: carbohydrate, iron, B vitamins FRUIT AND VEGETABLES Function: health, protectors Nutrients: vitamins A and C, water, folic acid, iron, carbohydrates, protein, electrolytes, glucose, fibre MILK AND MILK PRODUCTS Function: body builders Nutrients: protein, calcium, vitamin A, riboflavin, fat MEAT AND ALTERNATES Function: body builders Nutrients: protein, iron, vitamin B, fat	PRESCRIBED TEXT: - Health For Living Chapter 6

SUB-THEME(S) B. NUTRITION

Instructional Objectives	Content	Learning Resources
	2. FACTORS INFLUENCING FOOD CHOICES a) What factors influence our food choices? i. hunger ii. environment - climate, agriculture, food availability iii. advertising iv. cultural preferences v. parental influences vi. peer pressure vii. social activities - food eaten while socializing at home, at another home, or restaurant viii. emotions - food eaten when happy, ill, for reward or punishment ix. beliefs - religious or otherwise 3. SELECTING A BALANCED DIET a) Why is a balanced diet important? - to maintain ideal weight - to provide energy - to maintain body systems - to promote healthy growth b) What foods served in restaurants are nutritious? - meals that meet the requirements of Canada's Food Guide (a balance of the four food groups)	FILMS: (R) - Sooper Goop (Order from your school film library or from ACCESS) - Why Did You Eat That? - Why Did You Buy That? - Why Did You Do That? - Why Did You Have Dhal For Dinner? (Order from your school film library or from ACCESS)

SUB-THEME(S) B. NUTRITION; C. GROWING UP HEALTHY

Instructional Objectives	Content	Learning Resources
	4. NUTRIENT CONTENT a) What are the leading nutrients of some common combination foods? - combination foods contain leading nutrients from more than one food group i) pizza ii) macaroni and cheese iii) stew iv) sandwiches	PRINT: (R) - Canada's Food Guide (Available from Health and Welfare, Canada)
	1. PHYSICAL, SOCIAL, EMOTIONAL AND MENTAL BENEFITS OF FITNESS a) What are the characteristics of a physically fit person? Probably: - eats balanced diet - is mentally alert - enjoys activities and relations with others - trim and healthy appearance - has self-confidence - positive attitude	PRESCRIBED TEXTS: - You and Your Health Chapter 4 - Health For Living p.p. 238-257 FILMSTRIP: (R) - A Fitness Carol (Alberta Parks and Recreation; distributed by School and Regional Film Libraries)
	2. GAINING AND LOSING WEIGHT a) What causes obesity? - unbalanced diet - too much high calorie food - possible glandular problems (1% of obese population) - lack of exercise - factors yet unknown	

SUB-THEME(S) C. GROWING UP HEALTHY; D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	2. b) How do we lose weight? - choose low calorie foods - watch food portions so that fewer calories are taken in than used by the body - exercise regularly c) How do we gain weight? - increase food portions so that calorie intake is higher than that used by the body - eat foods high in caloric value d) What are the key risk factors for coronary heart disease? - smoking - lack of exercise - high blood pressure - diet high in saturated fats 1. NEGLECTING CLEANLINESS a) What happens when we are unclean? - intestinal diseases (i.e. infectious diarrhea) - common infectious respiratory diseases 2. TAKING DRUGS UNDER SUPERVISION a) Why should we take drugs under supervision? - overdose harmful to body systems, even death	

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	3. REASONS FOR TAKING DRUGS a) Why do students take drugs? - advertisements; peer pressure; adult examples; escape from reality; rebellion; group identification; experimentation 4. ALTERNATIVES TO DRUGS a) What alternatives are available? - sports; clubs; recreation; friends; reading; art; music; dance; drama; hobbies; discussing problems with others; physical movement; outdoor activities 5. ALCOHOL - EFFECTS AND USE a) What are some present uses of alcohol? - socializing; relaxing; religious ceremonies b) What are some short-term effects of alcohol? - relaxation - loss of inhibitions - impaired co-ordination - inhibit reflexes - inhibit mental reactions - changes in attitudes - increased risk taking - increased bad judgements c) What are some of the long-term effects of alcohol use? - cirrohosis of the liver - low blood sugar - loss of appetite - convulsions - possible death if overdosed - malnutrition	

SUB-THEME(S) D. DISEASES AND DRUGS

Instructional Objectives	Content	Learning Resources
	5. d) What are some community problems due to alcohol abuse? - family breakdown; financial worries; work efficiency and time loss; child neglect; safety factors; driving accidents; increase in crime 6. EFFECTS OF SMOKING a) What are the long-term effects of smoking? - lung cancer; bronchitis; mouth irritation; emphysema; contributes to heart diseases; body takes in poisonous substances (60% gases, 40% tar and nicotine) b) What are the effects of excessive use of caffeine? - increased blood circulation - nervousnous - loss of sleep - can lead to headaches c) What are the effects of drugs? - overdose can lead to death - disturbance of body system - psychological and social reactions and implications d) What influences the effect of drugs? - dose; tolerance level; individual make-up; interactions with other drugs; setting (environment, atmosphere)	PRESCRIBED TEXTS: - You and Your Health Chapter 6 - Health For Living Chapter 9 PRINT: (R) - The Journey Beyond Trips: Alcohol; Drugs of Abuse, Coffee, Tea, and Me.; Alcohol: Do You Know Enough

SUB-THEME(S) E. SAFETY AND FIRST AID

Instructional Objectives	Content	Learning Resources
	1. HOME SAFETY ASSESSMENT a) What are some home hazards? - fire hazards - dangerous chemicals and cleaning fluids - medicines - electrical and gas outlet safety b) What is the safe and proper use of equipment? Such as: - lawn mowers - snow blowers 2. EMERGENCY CARE a) What are some basic first-aid concerns? - bleeding (circulatory system) - artificial respiration (respiratory system) - injury to bones (skeletal system) - burns (senses) b) What safety measures should one consider when involved in recreational activities? Such as: - snowmobiles - racket sports - outdoor motors (i.e. motor boats, lawn mowers)	PRESCRIBED TEXTS: - You and Your Health Chapter 5 - Health For Living Chapter 4

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
	1. REDUCING STRESS a) What methods can be used to reduce stress? - building strong self-image - a positive attitude - adequate rest and exercise - expressing emotions (crying) - hobbies and interests b) What resources are available to help individuals with stress problems? - your innerself - your family and close friends - School teacher/counsellor - Family Services - Mental Health Services - Alberta Social Services and Community Health - Public Health Unit - Child Abuse Centre - Church Counselling Services - Recreational Facilities 2. AVAILABLE ASSISTANCE FOR ALCOHOL PROBLEMS a) What organizations are available to help the family? - Al-Anon - Al-Teen - Alberta Alcohol and Drug Abuse Commission - AADAC - Alcoholics Anonymous - Church Pastors - Family Counselling Services	PRESCRIBED TEXT: - You and Your Health Chapters 1-4 VIDEOTAPES: (R) - Inside/Out "Strong Feelings" "Home Sweet Home" (Available from ACCESS) PRESCRIBED TEXT: - Health For Living Chapter 8, and p.p. 178-181.

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources

	3. PURCHASING HEALTH PRODUCTS
	
	a) What are some types of health products?
	
	- hair products
	  - shampoo; cream rinses; special products for dandruff, split ends, short hair
	- for cleanliness
	  - soaps; deodorants; creams: protection against environment
	- acne
	  - soaps; dental products (i.e. mouthwash, tooth brushes, dental floss)
		PRESCRIBED TEXT:
		
		- Health For Living Chapter 8

	4. ENVIRONMENTAL PROTECTION AGENCIES
	
	a) What environmental protection agencies do we have?
	
	- Government Agencies:
	  - Provincial; National; International
	- Local Agencies:
	  - fire; police; health units
	- School: through education
	- City and Town Community Services:
	  - garbage disposal; water treatment
		PRESCRIBED TEXT:
		
		- Health For Living Chapters 7 and 10

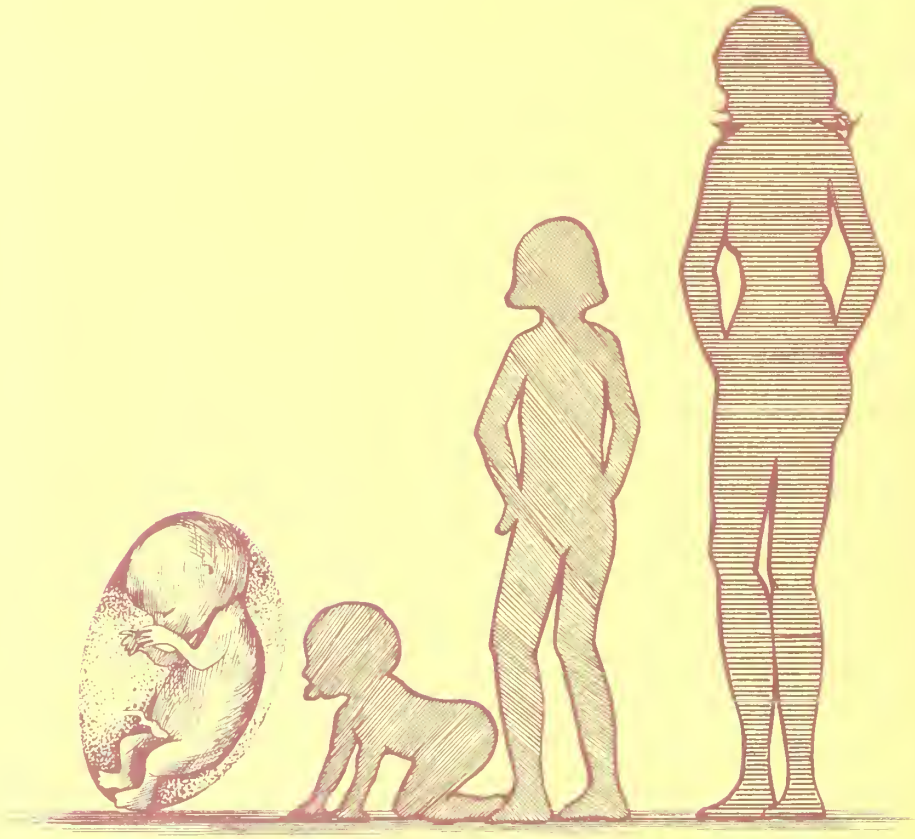
	5. EXPANDED AWARENESS OF COMMUNITY FACILITIES a) What are some sports leagues for boys and girls? - soccer; softball; track teams; gymnastic teams; football; ringette; hockey	

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Instructional Objectives	Content	Learning Resources
	5. b) What are some playground programs? - during holidays - during summertime - after school - soccer; softball; track teams; gymnastic teams; swim teams; football; ringette; hockey 6. HOW LIFE STYLE FACTORS RELATE TO PHYSICAL AND MENTAL HEALTH a) How is physical health affected as a result of smoking, and drug and alcohol abuse? - deterioration of body systems causing illness and death b) How is mental health affected as a result of smoking, and drug and alcohol abuse? - stress and anxiety due to related problems - poor health - family breakdown - social conflicts - personal dissatisfaction and unhappiness	

THEME V:

HUMAN SEXUALITY



SUB-THEMES:

A. PUBERTY
B. REPRODUCTION

TEACHING SEX EDUCATION

Our experiences in piloting human sexuality indicate that implementation is smoother and community acceptance is greater when the following conditions have been met prior to introducing the theme:

- Board approval;
- a parent information night to meet the teacher, and to review media and teaching concepts;
- parental permission sought for each child who will attend the classes.

We also recommend that you:

- invite the public health nurse and/or doctor well in advance to visit the class as a guest speaker;
- encourage parents to visit the classroom whenever they wish;
- discuss the lesson with another person to establish a feeling of comfort in using terms and concepts;
- decide upon grouping of students by sexes for certain portions of this unit (See Grade IV - Theme V for thoughts on grouping.)
- consider sending home a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions;
- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.

SUB-THEME(S) A. PUBERTY

Instructional Objectives

Content

1. SEXUALITY - A PART OF ONE'S TOTAL BEING

   a) What is a "healthy body image"?

      - realizes sexuality is one aspect of total self
      - positive outlook on life
      - is self-confident about individual strengths

2. SEXUAL MATURATION

   a) What does sexual maturation mean?

      - body developing and maturing to adult stage
      - reproductive system maturing
      - understands responsibility of being a parent

3. NOCTURNAL EMISSIONS

   a) What are nocturnal emissions (wet dreams)?

      - a natural occurrence
      - sign of maturity of the male reproductive system
      - first occurs between 12-16 years of age
      - spills into bed and nightclothes
      - occurs while sleeping

   b) What do you do?

      - talk to parents
      - fresh underclothing and bedding
      - bath
      - obtain more information from library, parents and health teacher

Learning Resources

PRINT: (R)

- Education For Sexuality: Concepts and Programs For Teaching (Teacher Resource)

FILMSTRIPS: (R)

- Boy to Man and Girl to Woman
- Growing into Womanhood and Growing into Manhood Part II Female Sexual Growth and Male Sexual Growth
- Growing Up

PRINT: (R)

- The Human Story

TRANSPARENCIES: (R)

- The Life Cycle Library

  "Advanced Human Reproduction Sets 1 and 2: Family Living and Sex Education Topics"

Additional useful resources are listed in Appendix as Supplementary Resources.

SUB-THEME(S) A. PUBERTY

Instructional Objectives	Content	Learning Resources
	4. OTHER PHYSICAL AND EMOTIONAL CHANGES IN PUBERTY a) What other body changes occur in boys and girls? Boys - voice changes - hair on chest, pubic areas, face, underarms - growth and weight change - body odour - emotional changes - acne problems Girls - breasts develop - hips broaden - hair underarms and pubic area - changes in growth and height - body odour - emotional changes - acne problems	
	5. THE MENSTRUAL CYCLE a) What is the menstrual cycle? - natural process - onset of puberty for girls - begin between 9-16 - the ovary releases an egg cell - the egg cell travels through the fallopian tubes then to the uterus - if the egg is not fertilized by the sperm cell in the fallopian tubes the egg is discharged from the body and in turn menstruation usually occurs - menstruation, or period, is a discharge of blood from the body due to the shedding of the uterus lining - menstruation lasts about 4-7 days - the cycle repeats itself every 28-32 days	PRINT: (R) - Education for Sexuality: Concepts and programs for Teaching

SUB-THEME(S) A. PUBERTY; B. REPRODUCTION

Instructional Objectives	Content	Learning Resources
	6. VOCABULARY - DESCRIBING PUBERTY a) What vocabulary is necessary for understanding puberty? - menstruation - morning erections - nocturnal emissions (wet dreams) - circumcision - sperm cell - egg cell - testicle - uterus - erection - ejaculation - scrotum (The above vocabulary should be used in all Sexuality Themes.) 1. VOCABULARY - DESCRIBING REPRODUCTION a) What vocabulary is necessary for understanding reproduction? - sexual intercourse - egg cell - sperm cell - vagina - penis - uterus - clitoris - ovary (The above vocabulary should be used in all Sexuality Themes.)	

Appendices

Supplementary Resources
Grade I 163

Supplementary Resources
Grade II 165

Supplementary Resources
Grade III 166

Supplementary Resources
Grade IV 167

Supplementary Resources
Grade V 169

Supplementary Resources
Grade VI 170

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE I

i. Buckle Up Box (posters). Theme 4F. Media Intensive Learning Corporation (N.D.).

ii. Careful With Strangers, (filmstrips). Theme 4E. "On The Alert", "Shortcut To Trouble", "Careful with Strangers". Walt Disney Educational Media, 1975. Distributed by McIntyre Educational Media Limited.

iii. The Discovery Books (print). Themes 1 and 4. "The Sad Book" (1B); "The Mad Book" (1B); "Growing Always Seems To Be Up" (1A); "Do You Ever Get Scared?" (1B); "You Are Special" (1A); "Toucan Touch Book" (4A); "The Yummy In The Tummy" (4B); "My Nose Knows" (4A); and "The Little Litter Book" (4F). Distributed by Edu-Media Limited, 1980.

iv. Feelings (films). Theme 1. "I'm Feeling Sad" (1B); "I'm Feeling Alone" (1B); "I'm Feeling Happy" (1B); "I'm Feeling Scared" (1B). Churchill Films, 1974-75. Distributed by Gordon Watt Films.

v. The Five Senses, Series 770 (filmstrip set). Theme 4A. Robert B. Mansour, 1980. Distributed by E.T.H.O.S. Limited.

vi. Health: A New Look Series: Teeth - A New Look (filmstrip set). Theme 4A. Moreland/Latchford (N.D.). Distributed by School Services of Canada.

vii. The Most Important Person Series (films). Themes 1, 2 and 4. "This Is Me" (1A); "Attitudes" (1B); "Feelings" (1B); "Creative Expression - Without Saying A Word, Use Your Imagination" (1B); "Getting Along With Others" (2B); "Senses" (4A); "Body Movement" (4C); "Nutrition" (4B). Encyclopaedia Britannica Publishing Limited, 1972-1976. Distributed by Visual Education Centre.

viii. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact The Food Marketing Branch, Alberta Agriculture. In all other cases contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

ix. Raffi, Singable Songs For The Very Young (recording). Theme 1D. Troubadour Records TR-0002-C1, 1976.

x. Safety Signs Bulletin Board Aids (posters). Theme 4E. Trend Enterprises, 1976. Distributed by Pinetree Media Limited.

xi. Safety At School With Winnie The Pooh Series (filmstrips). Theme 4E. "Playground Safety"; "Games and Equipment"; "Apparatus"; "Classroom Safety"; "Mealtime Safety"; "Walking From Place To Place". Walt Disney Educational Media, 1978. Distributed by McIntyre Educational Media.

xii. What Do You Expect Of Others? (filmstrip kit). Theme 2A. Guidance Associates, 1970.

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE II

i. Bulletin Boards: Health Hints And More Health Hints (posters). Theme 4. Trend Enterprises, 1976. Distributed by Pinetree Media Limited.

ii. Celly (kit). Theme 4A. The Canadian Cancer Society (N.D.).

iii. Dental Health-Bulletin Board Displays (posters). Theme 4A. Trend Enterprises, 1976. Distributed by Pinetree Media Limited.

iv. The Discovery Books (print). Theme 4D. "All Ears"; "On The Safe Side"; "My Health Friends". Edu-Media Limited, 1980.

v. How to Catch A Cold (filmstrip and film). Theme 4D. Walt Disney Educational Media, 1978. Distributed by McIntyre Educational Media.

vi. The Most Important Person Series (films). Themes 1, 2 and 4. "Attitudes"; "Feelings"; "Creative Expression-Without Saying a Word" (1B/C); "Getting Along With Others"; "Nutrition" (4B); "Body Movement" (4A); "This Is Me" (1A); Encyclopaedia Britannica Publication Limited, 1972. Distributed by Visual Education Centre.

vii. Nutrition Around The Clock (5 sound filmstrips, 8 recipe cards, 5 posters, 30 comic books, 1 teacher guide and 10 spirit masters). Theme 4B. "Lunch, Try New Foods"; "Dinner, A Time For Sharing"; "Breakfast, Gives You Bounce"; "Smart Snacks" and "Fast Food Facts" (4B). Walt Disney Educational Media, (N.D.). Distributed by McIntyre Educational Media.

viii. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact The Food Marketing Branch, Alberta Agriculture. In all other areas contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

ix. Right Or Wrong And What's In Between (film). Theme 10. Perennial Education (N.D.). Distributed by Viking Films.

x. Ripples (videotape series). "How Will I Grow" (4A); "Germs and Your Body" (4D); "Playground Safety" (4E); and "Checkup" (4A). A.I.T. (N.D.). Distributed by ACCESS.

xi. Safety Stories Series (filmstrips). Theme 4E. "Safety At School"; "Safety On The Street"; "Safety At Home"; "Safety At Play". Encyclopaedia Britannica Learning Corporation, 1980. Distributed by Visual Education Centre.

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE III

i. Childcraft, Volume 8 (print). Theme 4. World Book Childcraft, 1981.

ii. Families: Food and Eating (film). Theme 4B. Churchill Films, 1976. Distributed by Gordon Watt Films.

iii. Got To Be Me by Merrill Harmin (48 cards). Theme 1A. Argus Communications Developmental Learning Materials, 1976. Distributed by P.M.B. Industries Limited.

iv. Learning About Me, Developing Self-Concept (filmstrip kit). "First Step" (Theme 1B); "I'm New Here" (theme 2A); "Borrowed Friendship" (Theme 2A); "I'm Boss" (Theme 2D). Q.E.D. Productions, A Division of Cathedral Films, 1972. Distributed by J.A. Hughes & Associates Limited.

v. Many Hands Cooking. An International Cookbook for Boys and Girls (print). Theme 4B. UNICEF (N.D.).

vi. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact the Food Marketing Branch, Alberta Agriculture. In all other areas contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

vii. Red Cross Safety Program: Playing It Safe (print). Theme 4E. The Canadian Red Cross Society (N.D.).

viii. Where Did I Come From? (print). Theme 5A/B. Lyle Stuart, (N.D.). Distributed by George McLeod.

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE IV

i. Alberta At Work (videotape series). Theme 3B. Alberta School Broadcasts (N.D.). Distributed by ACCESS.
Teachers should select appropriate titles from Video ACCESS.

ii. Glasses For Susan: A New Day (film). Theme 4A. Encyclopaedia Britannica Publishing Limited (N.D.). Distributed by Visual Education Centre.

iii. Health: Decision For Growth (filmstrips). Themes 1 and 4. "Doing What's Best For You" (1A); "Keeping A Healthy Community" (4F). Harcourt, Brace and Jovanovich, 1976. Distributed by Academic Press Canada Limited.

iv. Health: Eye Care Fantasy (film). Theme 4A. Encyclopaedia Britannica Publishing Limited (N.D.). Distributed by Visual Education Centre.

v. Health: Germs And The Space Visitors (film). Theme 4D. Encyclopaedia Britannica Publishing Limited (N.D.). Distributed by Visual Education Centre.

vi. The Human Body (filmstrips). Theme 4A. "The Teeth"; "The Skin", Hair and Nails"; "The Eyes"; "The Ears". McGraw-Hill Ryerson Limited.

vii. Learning About Me, Developing Self-Concept (filmstrips). Theme 1A. "First Step". O.E.D. Productions, A Division of Cathedral Films, 1972. Distributed by J.A. Hughes & Associates Limited.

viii. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact The Food Marketing Branch, Alberta Agriculture. In all other areas contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

ix. Pathways To Health Series (print). Theme 4D. "Battling Disease: Protecting Your Health". Globe Book Company Limited, 1975.

x. Red Cross First Aid Quiz (film). Theme 4E. American Educational Films, 1974. Distributed by Canadian Learning Company.

xi. Red Cross Safety Program (print). Theme 4E. "Safety Is No Accident"; "Bike For Life". The Canadian Red Cross Society, 1979.

xii. Safety On Two Wheels (filmstrip). Theme 4E. "Learning Tree Filmstrips, 1977. Distributed by Willowdale Media Incorporated.

xiii. Safety Series (filmstrips). Theme 4E. "Tiger, Tiger Burning Bright"; "Whatever Happened To Linda". Marshfilm Enterprises Limited (N.D.). Distributed by Edu-Media Limited.

xiv. Smoking Awareness: Smoking And Health, Grades 4-6 (kit). Theme 4D. The Canadian Cancer Society (N.D.).

xv. This Is Me by Merrill Harmin (32 cards). Theme 1A. Argus Communications, 1978. Distributed by P.M.B. Industries Limited.

xvi. Trend Enterprises-Bulletin Boards: Human Body System (posters). Theme 4A. Trend Enterprises, 1976. Distributed by Pinetree Media Limited.

xvii. Your Invisible Army (filmstrip). Theme 4D. United Learning, 1976. Distributed by Wintergreen Communications Limited.

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE V

i. Health: Decisions For Growth (filmstrips). Theme 4F. "Making A Healthy Environment"; "What If". Harcourt, Brace and Jovanovich, 1976. Distributed by Academic Press Canada Limited.

ii. Health Education Kit. Division II (media kit). Theme 4D. Alberta Lung Association (N.D.).

iii. How Your Body Works (print). Theme 4A. Hayes Publishing, 1975.

iv. Key Nutrients (posters). Theme 4B. Trend Enterprises, 1976. Distributed by Pinetree Media Limited.

v. Learning About Me, Developing Self-Concept (filmstrip kit). Theme 1A. "Different Shapes". O.E.D. Productions, A Division of Cathedral Films, 1972. Distributed by J.A. Hughes & Associates Limited.

vi. My Mom And Dad Are Getting A Divorce by Florence Bienefeld. (print). Theme 1. EMC Corporation, 1980. Distributed by Marvin Melnyk Associates.

vii. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact The Food Marketing Branch, Alberta Agriculture. In all other areas contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

viii. Pathways To Health Series (print). Theme 4D. "Battling Disease"; "Improving Your Health"; "Protecting Your Health". Globe Book Company Limited, 1975.

ix. Smoking And Health (print). Theme 4D. Nova Scotia Heart Foundation, 1979. Distributed by The Canadian Cancer Society.

x. Smoking Awareness: Smoking and Health, Grades 4-6 (kit). Theme 4D. The Canadian Cancer Society (N.D.)

xi. What's Happening To Me?: Where Did I Come From?" (print). Theme 5A/B. Lyle Stuart Incorporated, 1973 and 1975. Distributed by George J. McLeod.

APPENDIX OF SUPPLEMENTARY RESOURCES

GRADE VI

i. Alcohol And Life Styles (print). Theme 4D. Alberta Heart Foundation (N.D.).

ii. Approaching Adolescence (print). Theme 5A. Alberta Social Services and Community Health, 1980.

iii. Blood And Guts (print). Theme 4A. Little, Brown and Company, 1976. Distributed by McClelland and Stewart Limited.

iv. Drugs, Medicine And You (filmstrip). Theme 4D. Moreland/Latchford, 1974. Distributed by School Services of Canada Limited.

v. Extensive Kit (smoking kit). Theme 4D. The Alberta Lung Association (N.D.).

vi. Finding Out About Your Body, Book 3 (print). Theme 4A. Ginn and Company, 1972.

vii. Girl And Boy/Man And Woman (filmstrips). Theme 5A. Learning Tree Filmstrips, 1976. Distributed by Willowdale Media, Incorporated.

viii. Learning About The Human Body Series: Muscular And Skeletal System (filmstrips). Theme 4A. Moreland/Latchford, 1976. Distributed by School Services of Canada Limited.

ix. The Miracle Of You (print). Theme 5A. Kimberley & Clark Limited (N.D.).

x. Nutrition At School Program. Theme 4B. Alberta Agriculture. For information in Edmonton and Calgary, contact The Food Marketing Branch, Alberta Agriculture. In all other areas contact the District Home Economist, Home Economics Branch, Alberta Agriculture.

xi. Occupation Word Hunt II (10 spirit masters). Theme 3C. Argus Communications, Developmental Learning Materials, 1975. Distributed by P.M.B. Industries Limited.

xii. Pathways To Health Series (print). Themes 1 and 4. "Human Relations" (1D); "Mental Health" (1C); "Battling Disease" (4D); "Protecting Your Health" (4D; "Drugs, Alcohol and Tobacco" (4D). Globe Publishing Limited, 1975.

xiii. The Problem Acne (filmstrip). Theme 4C. Interpretive Education, 1974. Distributed by Library Sound Services.

xiv. Red Cross First Aid And Safety Program: First Aid For You And Me (package). Theme 4E. The Canadian Red Cross Society, 1979.

xv. ZZZZZZZZAP Eating by Barbara Bondar (print). Theme 4B. Fitzhenry and Whiteside Limited, 1975.

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